Institutional Handbook

for

Kansas Accreditation

Adopted December 1, 1998

Kansas State Department of Education

Kansas State Education Building

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

TABLE OF CONTENTS

Introduction

The Kansas State Department of Education (KSDE) *Institutional Handbook for Kansas Accreditation* and *Institutional Handbook for Program Approval* are designed to guide teacher education units through the processes of accreditation and program approval. These documents explain the standards and procedures which apply if a unit wishes to seek initial accreditation or continuing accreditation, begin a new program, or renew approved programs. Because the Kansas State Board of Education (KSBE or state board) has adopted the standards of the National Council for Accreditation of Teacher Education (NCATE), all institutions are advised to use NCATE's *Standards Procedures & Policies for the Accreditation of Professional Education Units* as they prepare for Kansas accreditation. Any institution planning to seek NCATE accreditation, **must** consult NCATE's *Handbook for Institutional Visits* to obtain specific directions and timelines for preparing and submitting required materials. Throughout the following pages, the term "KSDE" and "KSBE" are used. KSBE refers to the Kansas State Board of Education, the state agency responsible for developing the rules and regulations for accrediting teacher education units and approving programs. KSDE refers to agency staff activities and practices that assist and facilitate the process described in the KSBE rules and regulations.

OVERVIEW

Accreditation

The term "accredited," when applied to initial or continuing accreditation, means the status assigned to a teacher education unit which meets substantially the accreditation standards prescribed in regulations and adopted by the Kansas State Board of Education. NCATE defines accreditation as a process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an institution has a professional education unit that has met national standards of educational quality. A unit that wishes to recommend its students for a license in Kansas must be accredited by the Kansas State Board of Education. Preparing for accreditation requires a minimum of two years and once accreditation is secured, it is continuous, subject to review on a five-year cycle.

The accreditation process focuses on the *professional education unit* that is defined as the administrative body at a college or university that has primary responsibility for the preparation of school personnel. Most institutions identify the unit as the School, College, or Department of Education. Some identify the unit as a coordinating council or other university or college-wide governance agency. Units are administrative agencies that design, manage, and sometimes discontinue programs.

A unit participates in a self-study process whether it is seeking initial accreditation or continuing accreditation. The self-study process enables the unit to determine its effectiveness according to unit standards or to determine how well it continues to meet accreditation standards.

In preparation for an initial accreditation visit, the self-study is a process that enables the unit to determine its effectiveness according to unit standards. Unit standards for initial accreditation focus on four categories with a number of indicators within each category. Categories include *The Design of Professional Education, Candidates in Professional Education, Professional Education Faculty and The Unit for Professional Education.* Unit standards do not apply to specific programs. From information revealed through the self-study process, an Institutional Report (IR) is written that describes the unit as it relates to the standards mentioned above. After this report is written, an on-site review team visits the campus to review the professional education unit. The review by this team, summarized in their written report, serves as the basis for determining the accreditation of the unit. In preparing the report for the unit accreditation visit, the institution should focus on the unit and refer to programs only to illustrate how the unit carries out its activities. See Appendix A for a flow chart that demonstrates the process for initial accreditation.

In preparation for a continuing accreditation visit, the self-study process focuses on a systematic assessment of how well the unit is continuing to meet KSBE/NCATE standards. Ongoing evaluations and the resulting changes serve as the basis of the continuing accreditation report, which is the primary document for the on-site review every five years. The unit's self-study process should be systematic, and not conducted only to prepare for an KSDE/NCATE visit. Regular evaluation activities should encourage faculty to reflect critically on their own practice, and support ongoing reflection and dialogue about the conceptual framework that guides the preparation of teachers and other school professionals. The unit should assess its strengths and weaknesses in carrying out its responsibilities and improving the quality of its programs. Between on-site reviews by KSDE/NCATE, the unit should address the weaknesses cited by the visiting team at the previous review. See Appendix B for a flow chart that demonstrates the process for continuing accreditation.

Approval of Programs

The program approval process focuses on the specific areas that lead to licensure such as mathematics, social studies, or building administrator, etc. Based on a partnership agreement between NCATE and KSDE, the program folios prepared in response to KSBE program standards substitute for NCATE's program description section of the institutional report. This places program approval under KSBE regulations and procedures whether the unit is seeking joint KSBE/NCATE accreditation or KSBE accreditation only. Units also may exercise an option to submit folios to the national specialty organizations, (e.g. NCTM, NCTE, etc.).

The unit is expected to coordinate all programs for the initial and continuing preparation of school personnel no matter where they are administratively housed on a campus or at a location apart from the campus. In many institutions, content areas or academic subjects are offered primarily in units other than education (for example, in the College of Arts and Sciences or the School of Agriculture, Business or

Family Sciences). The education unit is held accountable for the quality of these programs as well as those offered within the unit itself.

Program approval falls into two categories--initial approval of new programs and renewal of programs currently approved. All new programs are "approved with stipulation" or "not approved". When a new program is approved with stipulation, those stipulations must be removed by a time set by KSBE. The status assigned to a renewal program is "approved", "approved with stipulation" or "not approved". The assignment of approved status to a teacher education program is usually effective for five academic years. Programs that are "approved with stipulation" are considered to be approved programs but are required to have stipulations removed by a time set by KSBE.

All programs are reviewed through the folio review process. The folio review process is described in greater detail in the *Institutional Handbook for Program Approval.* A detailed description of the process for initial approval of teacher education programs and for renewal of teacher education programs can also be found in Regulations 91-1-68e and 91-1-68d of *Certification and Teacher Education Regulations,* Amended September 1998. See Appendices C & D for flow charts that demonstrate the processes for both initial approval of programs and renewal of previously approved programs.

Changes in the Unit

KSBE and NCATE recognize that units and programs undergo regular change. Changes in the preparation of professional educators are necessary and expected. KSBE and NCATE encourage responses to the changing world of education, educational reform, and the need for extension and intensification of teacher education. Many units will be strengthening traditional routes to teaching and some may be developing high quality alternative routes. Units should not suspend change because an on-site accreditation visit is scheduled. In fact, the current standards require serious self-study processes that should lead to changes for improving the preparation of school personnel.

Timelines for On-Site Visits

For an on-site visit to occur efficiently and in a timely manner, it is important that units plan carefully and well in advance. To facilitate unit planning, a copy of the Institutional Checklist for Team Visits can be found in Appendix E. These checklists will be modified with dates inserted which will be appropriate for each process and unit. The checklist will be forwarded to each unit to use as a guide.

ACCREDITATION

Joint KSDE/NCATE On-Site Accreditation Visits

Because Kansas has developed a partnership with NCATE, KSDE and NCATE conduct joint on-site visits. This means that for units desiring NCATE accreditation, joint KSDE/NCATE visits will be conducted by a single team and a single institutional report will be written. Generally, for initial visits, an on-site team will consist of four or five NCATE Board of Examiners (BOE) team members and three or four KSDE team members. Continuing accreditation on-site visits are usually staffed by smaller teams.

Team members receive the institutional report and other printed materials prior to arriving on a campus. The team begins the validation process on a Saturday evening and usually concludes the visit on the following Wednesday. One report is generated by the joint team and is mailed to KSDE at the same time that it is mailed to NCATE and the unit.

The protocol that guides the joint visit is provided in Appendix F. The teacher education unit should study the protocol agreement when planning a joint KSDE/NCATE on-site visit to determine procedures and requirements related to the planning and conduct of a joint visit.

KSDE/NCATE team co-chairs are required to conduct a pre-visit to the institution. This planning session with unit representatives, the co-chairs of the KSDE/NCATE team, and the coordinator from KSDE allows the involved parties to determine an agenda and responsibilities for the visit. Scheduling of interviews, off-site visits, and other details can be clarified at this time. The pre-visit is critical to the smooth operation of a joint visit.

KSBE Only On-Site Accreditation Visits

Implementing New KSBE Unit Standards (NCATE Refined Standards)

The new KSBE unit standards are NCATE's Refined Standards, adopted and published March, 1994. All accredited teacher education programs scheduled to be reviewed since July 1, 1997 must use the new KSBE unit standards. Units not accredited by NCATE will be required to undergo an initial accreditation visit. Following are the approved KSBE regulations which adopt the 1994 NCATE Refined Standards as the KSBE unit standards and which have replaced KSBE regulations 91-1-70 through 91-1-81, 91-1-125, 91-1-141, and 91-1-144.

91-1-70a

(a) The "NCATE Refined Standards," as published by the National Council on the Accreditation of Teacher Education (NCATE) on March 5, 1994, including the "Introduction to NCATE's Standards" and "Standards Glossary," are adopted by reference.

(b) This regulation shall take effect on July 1, 1997. (Authorized and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1997.)

91-1-70b

(a) Until July 1, 1997, any teacher education institution may seek accreditation under the unit accreditation standards prescribed in S.B.R. 91-1-70 through S.B.R. 91-1-78, or may use the standards prescribed in S.B.R. 91-1-70a.

(b) After July 1, 1997, each teacher education institution shall be accredited under the unit accreditation standards prescribed in S.B.R. 91-1-70a. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1997.)

For those units seeking only KSBE accreditation, usually a team of five or six members is developed. In this instance, the team chair and assistant chair conduct a pre-visit to plan with unit representatives and the KSDE coordinator. At the pre-visit specific arrangements are made for interviewing faculty, students, and administrators, reviewing documents, and writing the team report.

Initial Accreditation Process

Initial accreditation procedures have been approved for all units that are seeking accreditation for the first time using the NCATE standards and for units that are seeking initial NCATE accreditation status. The following is the KSBE regulation governing initial accreditation:

91-1-68b. Procedures for initially accrediting teacher education institutions

(a) *Process initiation.* Each teacher education institution that desires to be initially accredited by the state board shall submit an intent to seek unit accreditation to the commissioner at least 24 months prior to the time at which accredited status is to begin. Each institution also shall submit an institutional report to the commissioner, which shall be in the form and contain the information prescribed by the commissioner. The self-study process shall be submitted at least 60 days prior to the date of the on-site review scheduled for the institution.

(b) *On-site review team.*

(1) Upon receipt of a complete institutional report, the commissioner shall appoint an on-site review team to analyze the institutional report and conduct an on-site review. The commissioner shall designate the chairperson of the review team and shall determine the number of review team members based upon the scope of the programs to be reviewed at the teacher education institution. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.

(2) If a teacher education institution requests a joint accreditation review by the state board and NCATE: (A) After consultation with representatives of NCATE and the institution, the commissioner may appoint a combined on-site review team, and the commissioner shall have final authority on the designation of the state chairperson and the number of state review team members and (B) the institution shall be evaluated utilizing NCATE accreditation standards and any state board accreditation standards not included in the NCATE standards. The commissioner shall resolve any question regarding the standards which apply to the review of any institution.

(c) *On-site review.*

(1) In accordance with procedures adopted by the state board, each on-site review team shall examine and analyze the institutional report, conduct an on-site review of the teacher education institution, and prepare a report expressing the findings and conclusions of the review team. The on-site review team report shall be submitted to the commissioner who shall forward the report to the Evaluation Review Committee (ERC) and to an appropriate representative of the teacher education institution.

(2) Any such institution may prepare a written response to the on-site review team report. This response shall be prepared and submitted to the commissioner within 30 days of receipt of the on-site review team's report. The commissioner shall forward any such response to the evaluation review committee.

(d) *Initial recommendation.*

The ERC, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate accreditation status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the ERC. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) *Request for hearing.*

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the ERC shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the ERC. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner who shall submit the final recommendation to the

state board for its consideration and determination of accreditation status according to subsection (f)(1) of this regulation.

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. In any such situation, the commissioner shall submit the recommendation of the ERC to the state board for its consideration and determination of accreditation status according to subsection (f)(1) of this regulation.

(f) *Accreditation status.*

(1) The initial accreditation status assigned to any teacher education institution pursuant to this regulation shall be *accredited, accredited with stipulation, or not accredited.*

(2) Subject to subsequent action by the state board, the assignment of accredited status to a teacher education institution shall be effective for five academic years. Any teacher education institution accredited by the state board shall submit an annual report to the commissioner on or before October 1 of each year. The state board, at any time, may change the accredited status of a teacher education institution if, after providing an opportunity for a hearing, it is found that the institution has failed to meet substantially accreditation standards adopted by the state board or has made substantial changes to the unit. The state board, for just cause, may extend the accredited status of a unit.

(3)(A) Accredited with stipulation status shall be effective for a period of time specified by the state board.

(B) any teacher education institution that is accredited with stipulation shall include in its annual report to the commissioner steps the institution has taken and the progress the institution has made during the previous academic year to meet the accreditation stipulations.

(C) the commissioner shall submit the upgrade report to the ERC for its examination and analysis. After such examination and analysis, the ERC shall prepare a written recommendation regarding the status to be assigned to the teacher education institution for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the ERC. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. Thereafter, the provisions in subsection (e) of this regulation shall be applicable.

(D) for certification purposes, each teacher education institution that is accredited with stipulation shall be considered as being accredited

Continuing Accreditation

Continuing accreditation has been approved for all institutions who have undergone accreditation under the NCATE standards, and it will be applicable to each institution as they are accredited under the new KSBE unit standards. The following is the KSBE regulation governing continuing accreditation:

91-1-68e Procedures for continuing accreditation of teacher education institutions

(a) *Process initiation.* Each teacher education institution that is currently accredited by the state board and desires to continue such accreditation shall submit an intent to proceed with continuing accreditation application to the commissioner at least 24 months prior to the expiration date of the current accreditation.

(b) *Review of Annual Reports.* Upon receipt of an intent to proceed with the continuing accreditation application, the commissioner shall instruct the evaluation review committee to conduct a review of the Annual Report data. In accordance with procedures adopted by the state board, the evaluation review committee shall examine and analyze the Annual Report data received since the last on-site visit and prepare a report expressing the findings and conclusions of the review. The evaluation review committee report shall be submitted to the commissioner who shall forward the report to an appropriate representative of the teacher education institution.

(c) *Institutional report.* Each institution also shall submit an institutional report to the commissioner, which shall be in the form and contain the information prescribed by the commissioner. The institutional report shall be submitted at least 60 days prior to the date of the on-site continuing accreditation review scheduled for the institution.

(d) *On-site review team.*

(1) Upon receipt of an institutional report, the commissioner shall appoint an on-site review team to analyze the institutional report and conduct an on-site review. The commissioner shall designate the chairperson of the review team and shall determine the number of review team members based upon the scope of the programs to be reviewed at the teacher education institution. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.

(2) If a teacher education institution requests a joint continuing accreditation review by the state board and NCATE:

(A) after consultation with representatives of NCATE and the institution, the commissioner may appoint a combined on-site review team, and the commissioner shall have final authority on the designation of the state chairperson and the number of state review team members; and

(B) the institution shall be evaluated utilizing NCATE accreditation standards and any state board accreditation standards not included in the NCATE standards. The commissioner shall resolve any question regarding the standards which apply to the review of any institution.

(e) *On-site review.*

(1) In accordance with procedures adopted by the state board, each on-site review team shall examine and analyze the institutional report, conduct an on-site review of the teacher education institution, and prepare a report expressing the findings and conclusions of the review team. The on-site review team report shall be submitted to the commissioner who shall forward the report to the evaluation review committee and to an appropriate representative of the teacher education institution.

(2) Any such institution may prepare a written response to the on-site review team report. This response shall be prepared and submitted to the commissioner within 30 days of receipt of the on-site review team's report. The commissioner shall forward any such response to the evaluation review committee.

(f) *Initial recommendation.* The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate accreditation status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(g) *Request for hearing.*

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner who shall submit the final recommendation to the state board for its consideration and determination of accreditation status according to subsection (h)(1) of this regulation.

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. In any such situation, the commissioner shall submit the recommendation of the evaluation review committee to the state board for its consideration and determination of accreditation status according to subsection (h)(1) of this regulation.

(h) *Accreditation status.*

(1) The continuing accreditation status assigned to any teacher education institution pursuant to this regulation shall be **continuing accreditation** or **probation**.

(2) Subject to subsequent action by the state board, the assignment of continuing accreditation status to a teacher education institution shall be effective for five academic years. Any teacher education institution accredited by the state board shall submit an Annual Report to the commissioner on or before October 1 of each year. The state board, at any time, may change the accreditation status of a teacher education institution if, after providing an opportunity for a hearing, it is found that the institution has failed to meet substantially accreditation standards adopted by the state board or has made substantial changes to the unit. The state board, for just cause, may extend the accreditation status of a unit, and the accreditation status of a unit shall be extended automatically if, at the end of the current accreditation period, the institution is in the process of continuing accreditation by the state board.

(3) (A) If a unit is given probation status, a comprehensive on-site visit pursuant to state board regulation 91-1-68b shall be scheduled by the institution within two years of the semester in which the decision was rendered. After the visit, a decision whether to continue or revoke accreditation shall be made by the board.

(B) any teacher education institution with probation status shall include in its annual report to the commissioner the steps the institution has taken and the progress the institution has made during the previous academic year to meet the accreditation standards. The commissioner shall submit the annual report to the evaluation review committee for its examination and analysis.

(C) For licensure purposes, each teacher education institution with probation accreditation status shall be considered as being accredited. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective June 26, 1995.)

Eligibility For Accreditation

Any baccalaureate or advanced degree-granting institutions where programs are offered for the preparation of teachers or other professional school personnel may establish eligibility for an on-site visit by KSDE or a joint visit by KSDE and NCATE. To establish eligibility for initial accreditation by KSBE only, it is necessary to submit: (1) the "Intent to Seek Unit Accreditation" form which requests basic information about the institution, its professional education unit, (2) the appropriate documentation that indicates all preconditions are met, and (3) institutional and unit data requested in the KSDE Annual Report instrument. Specific directions and timelines for preparing and submitting these materials are described later in this document. A copy of the "Intent" form can be found in Appendix G.

To establish eligibility for the initial accreditation review by KSBE/NCATE, a unit shall submit to both NCATE and KSDE: (1) the "Intent to Seek NCATE Accreditation" form to NCATE and the "Intent to Seek Unit Accreditation" to KSBE (2) the appropriate documentation that indicates that all preconditions are met, and (3) institutional and unit data requested in the AACTE/NCATE Annual Report instrument. Specific directions and timelines for preparing and submitting NCATE materials **must** be obtained from NCATE.

Intent to Seek Unit Accreditation

The intent form requests the following information about the institution and professional education unit:

1. Name and address of institution
2. Name and address of the professional education unit
3. Name of the chief executive officer
4. Name of the unit head
5. Name of the coordinator of the visit
6. Level of programs offered (e.g., basic and/or advanced)
7. Type of institution (e.g., private or public)
8. Basic skills tests used for admission to basic programs
9. Indication of whether the visit will be joint with NCATE
10. Branch campuses
11. Centers administered by the unit
12. Overseas programs administered by the unit
13. Consortia arrangements

The intent to seek KSBE unit accreditation shall be submitted to the Teacher Education section of the KSDE at least 24 months prior to the time of a desired, scheduled on-site visit. The "intent forms" may at times request additional data that are not available from other sources. All forms shall be signed by both the chief executive officer and teacher education unit head before an on-site review can be scheduled.

For those units seeking joint KSBE/NCATE accreditation, forms shall be submitted to NCATE prior to any on-site visit. Instructions for submitting these forms can be found in *Standards, Procedures and Policies for the Accreditation of Professional Education Units, Second Printing, 1997,* and *Handbook for Initial Accreditation Visits.*

Preconditions For Initial Accreditation

For units seeking accreditation for the first time using the NCATE standards or for those seeking initial NCATE accreditation, there are preconditions that must be met before an on-site review can be scheduled. Units should seek information from the *Handbook for Initial Accreditation Visits* regarding procedures for preconditions to be submitted to NCATE. However for NCATE accreditation, Preconditions 7 and 8 are met through KSDE's curriculum folio review process.

Preconditions for Initial KSDE Visits

Preconditions for initial accreditation under the new KSBE unit standards have been developed to parallel very closely those required by NCATE. All of KSDE's preconditions must be met before an on-site review can be conducted. Each of the preconditions require one or more pieces of documentation which must be submitted before the precondition can be declared met. Following are the preconditions and procedures:

FORMAT

* Each supporting document must be clearly identified by writing the number that corresponds to the precondition documentation (e.g., 1.1 or 6.2) in the upper right hand corner of the first page of the document..

* In addition, indicate (a) the reference for any papers that have been copied from a source document and (b) the date of the publication of the submitted documents.

* When two-page summaries are requested, please submit only two pages. Long responses and disorganized preconditions reports will be returned to the institution for revision.

* Each of the preconditions should be separated with a divider page with a tab labeled with the precondition's number.

* The professional education unit's response to the preconditions should be bound on the left-hand side with a spiral or similar binding. A staple in the left-hand corner is acceptable for small documents. Materials should <u>not</u> be sent in a three-ring notebook because they often open or are bent in shipping.

* One copy of the documentation for preconditions #1-6 and #9-10 must be submitted to KSDE.

* The preconditions and their accompanying documentation must be submitted approximately 18 months prior to the on-site visit.

The Unit's response to the preconditions must show that the following preconditions are met. All documentation listed below the precondition must be submitted. Much of the required documentation can be copied from existing documents. A few items may not currently exist and will have to be written; in some cases summaries have to be prepared. The notes or boxes that follow selected documentation requirements clarify areas that have often been misunderstood by units.

PRECONDITION #1

There is a written description of the professional education unit that is primarily responsible for the preparation of teachers and other professional education personnel.

NOTE: KSDE defines the professional education unit as the college, school, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel.

Supporting Documents to be Submitted

1.1. Verification by an appropriate central administration officer of the unit with primary responsibility for professional education and the unit's authority.

* A letter or memorandum from the president/chancellor or vice president for academic affairs/provost that indicates which unit at the institution has primary responsibility for professional education should be submitted.

* The letter also should describe the unit's authority and responsibilities for professional education

1.2 Chart depicting all programs for the initial and continuing preparation of school personnel in the institution, in what unit each is administratively located (e.g., School of Education, School of Music, School of Arts and Sciences, etc.), and its relationship to the professional education unit.

* The chart should make it clear to the reader the programs that are directly administered by the education unit and those that are housed and administered by other units of the institution. The chart should also demonstrate how these programs are coordinated by the unit.

* The academic areas for all students seeking licensure must be reported on the chart.

1.3 Program summary that includes the number of graduates by program and level.

* The latest KSDE Annual Report must be submitted. The annual report instruments are mailed in July and are to be returned to KSDE by October 1.

* The documentation for 1.3 should be a copy of the most recent response to B-3.

1.4 Unit statement of mission, purpose, or goals.

1.5 Summary of meetings and actions of the unit for the preceding year (generally two pages is sufficient).

* The focus is on the meetings held by the unit.

* Summaries of meetings and actions of the unit's departments and coordinating or advisory boards may be included.

* The summary should include the date of the meeting, the type of meeting (e.g., unit faculty meeting or department chair meeting), and a list of the most important actions taken.

PRECONDITION #2

A dean, director, or chair is officially designated to represent the unit and assigned the authority and responsibility for its overall administration and operation.

Supporting Documents to be Submitted

2.1 Position description for dean, director, or chair.

2.2 Chart depicting administrative and organizational structure of the unit.

* This chart should show the structure of the unit itself and where the unit is located within the organizational chart depicting the administrative structure of the university/college.

* It should clearly show whether the unit is divided into departments or divisions and the names of those sub-units.

* In some institutions it may only be necessary to show where the unit is located within the total institution if the unit does not include subdivisions.

PRECONDITION #3

There are written policies and procedures upon which the operations of the unit rest.

Supporting Documents to be Submitted

3.1 Codified policies and operating procedures of the unit, such as policy manual or constitution and by-laws.

* These policies should apply directly to the operation of the unit and should be written and readily available to members of the unit.

* These policies should address how the unit operates within the institution in making decisions about admission, curriculum, faculty, budget, student teaching, etc.

* The submitted document(s) should include how policy decisions are made, the policies themselves, and how the unit operates within the institution.

* The desired documentation is a unit handbook, by-laws, or constitution. However, submission of a copy of the title page and table of contents or copies of applicable pages, rather than the full handbook, is preferred.

* If a college/university faculty and/or administrative handbook is submitted, please explain in a cover sheet how it applies to the unit.

* If policies and operating procedures are known informally and/or scattered throughout the minutes of meetings, it will be necessary to compile them into a single document to meet this precondition.

PRECONDITION #4

The unit regularly monitors and evaluates, both internally and externally, its operation, scope, quality of its offerings, and effectiveness of its graduates.

Supporting Documents to be Submitted

4.1 Policies for conducting on-going evaluation reviews.

4.2 Summary of the findings of evaluation reports completed within the last five years documenting internal program review (generally two pages is sufficient).

* Submit the major findings of the studies, not just the names of studies conducted.

* Do not include the instruments used in these studies.

4.3 Summary of the findings of evaluation reports completed in the last three years documenting external program review, including follow-up study of graduates and employers (generally two pages is sufficient).

* Submit the major findings of the studies, not just the names of studies conducted.

* Do not include the instruments used in these studies.

4.4 Summary of recent program modifications based on evaluation results (generally two pages is sufficient).

PRECONDITION #5

The unit has criteria for admission to basic teacher education programs that include an assessment of basic skills.

Supporting Documents to be Submitted

5.1 List of basic skills that are assessed and the measures used to assess them.

5.2 Published criteria for admission to professional education programs.

* When specific pages from a document are submitted, indicate in what document the criteria for admission are published.

5.3 Summary report of assessment results for students admitted for at least the past three years (generally two pages is sufficient).

* This precondition refers only to programs for the initial preparation of teachers (that is, basic programs).

PRECONDITION #6

The unit assesses the academic and professional competencies of education students at the time of completion of all programs at all levels through multiple evaluation methods.

Supporting Documents to be Submitted

6.1 Listing of multiple assessment measures used to evaluate academic and professional competence of professional education graduates.

6.2 Summary reports of competency assessment outcomes for at least the past three years.

* The outcomes for the assessment measures listed in 6.1 must be reported.

* This summary must include the results of how candidates have performed over the past three years on each of the measures listed in 6.1.

* Reports that show the results of <u>multiple</u> assessments and not just one source of assessment.

* Documentation for advanced programs must be submitted in addition to that for basic programs.

PRECONDITION #7

In states with a program approval process, the unit's programs are approved by the appropriate state agency or agencies.

* Copies of the most recent approval letter(s) from KSBE attesting that state standards have been met.

Precondition 7 must be included in the NCATE preconditions but not in the Kansas preconditions.

PRECONDITION #8

The unit submits a curriculum portfolio for each program for which program approval is sought.

* Folios are reviewed through procedures established by KSBE.

Precondition 8 must be included in the NCATE preconditions but not in the Kansas preconditions.

PRECONDITION #9

The institution is fully accredited by the appropriate institutional accrediting agency recognized by the Commission for Recognition of Post-secondary Accreditation and the U.S. Department of Education.

Supporting Documents to be Submitted

9.1 A copy of the latest accreditation letter from the institutional accrediting agency showing that there is reasonable assurance of the overall quality of the institution in the general areas of finance, administration, facilities, student personnel, faculty, and instruction.

* A letter from the institutional accrediting agency is required.

* The letter must include the length or dates of accreditation.

* If the letter indicates that an interim review is required prior to the submission of the preconditions, also include the letter that indicates the disposition of that review.

PRECONDITION #10

The institution is an equal opportunity employer and does not discriminate on the basis of race, sex, color, religion, age, or handicap (consistent with Section 702 of Title VII of the 1964 Civil Rights Act, which deals with exemptions for religious corporations, with respect to employment of individuals with specific religious convictions).

Supporting Documents to be Submitted

10.1 A copy of the institution's official action pledging compliance with non-discriminatory laws and practices.

Review Of Preconditions

The KSDE staff shall conduct an initial review of the unit's documentation in the months that follow submission of the preconditions. If the documentation is incomplete or inappropriate, notification is mailed to the unit head. See Appendix H for Preconditions Final Report form.

If the preconditions are met, KSDE notifies the unit that it is eligible to host an on-site review. If the preconditions are not met, KSDE informs the unit that it is not eligible for an accreditation review and specifies the nature of the deficiency. The unit then may re-submit the original application with documentation showing the deficiency has been corrected and the preconditions met. If the unit is deemed to be eligible for evaluation, KSDE notifies the unit and sends appropriate materials and instructions. For units seeking NCATE accreditation, NCATE will also review the documentation and inform the unit of the status of the preconditions.

Self-Study Process for Initial and Continuing Accreditation

A self-study process is the first step of the on-site visit. The accreditation cycle calls for the self-study process to be initiated two years prior to the on-site visit, but an institution will greatly benefit from an on-going self-study process. By conducting the self-study process two years prior to the on-site visit, an institution can develop an "Action Plan" that describes changes to be made during the second year and begin implementation before the on-site review occurs. Changes that have been implemented or that are in progress can then be described in the institutional report (IR) or continuing accreditation report (CAR).

Evidence gained from recent on-site visits indicates that some teacher education units have omitted the important process of self-study. In the past, the term "self-study process" was used synonymously with the term "institutional report." Now the term "self-study process" is used to reference the institutional self-examination that occurs before any report is written. A more accurate description of the relationship of the two terms is that the reports are a reflection of the findings of the self-study process. This may be an oversimplification of the two terms, but it serves well as a frame of reference for addressing the process.

There are no specific requirements for the conduct of a self-study process. Many units appoint a visit coordinator for the on-site review and a steering committee to oversee the self-study process. Who else is involved in the self-study process of a teacher education unit? It might be assumed that only the school, college, or department of education (teacher education unit) would be involved in such self-study processes. This is far from accurate; the self-study process includes a large portion of the campus community. In addition to education, many other schools, colleges, or departments are involved in the self-study process. Other schools, colleges, or departments are likely to be involved for two reasons: (1) they have an approved teacher education programs, such as mathematics or business education, or (2) they teach general education or content courses to students enrolled in an approved teacher education program.

Teacher education units are ultimately responsible for the administration of all teacher education programs, but many other people and departments carry responsibility for courses that are a part of an approved teacher education program and must be a part of the accountability picture. If changes are made in general education courses in fine arts, history, or science, the courses need to be reviewed in conjunction with the teacher education unit to be sure that teacher education standards are still being met. These individual reviews should occur throughout the accreditation term, and then be re-examined as a part of the full self-study process. The self-study process will include asking such questions as: Are all standards still being met by <u>required</u> courses? Have course or other requirement changes resulted in a great deal of duplication? Are the selection of courses still the most appropriate and efficient for meeting standards?

The second aspect of the self-study process is determining what should be examined. This has to some extent been addressed. Other topics for review include faculty qualifications, governance structure, curricular revision procedures and participants, conceptual framework, teacher education student admission/denial data, and composition of students and faculty. These are, of course, topics that are covered by the accreditation standards. In short the "what" is fairly simple; review everything that is covered by the standards and any other areas of importance to the unit.

Some of the tools for conducting a self-study process include a self-study committee; questionnaires; and interviews of students, faculty, and K-12 administrators and teachers. Data needs to be collected in multiple ways from multiple sources. The data should be analyzed and results applied to the unit and/or program as appropriate. Typically an institution will formulate a steering committee that may be composed of students, faculty, school administrators, K-12 teachers, and/or community representatives. It may also include persons involved in general education, professional education, and subject areas. It should not be composed only of teacher education unit representatives. Some formal process to evaluate the quality of programs, faculty, students, etc. should be used. Informal input can provide information which is helpful to an institution and is acknowledged as such by review teams, but teams also want to see that some systematic procedure has been used to collect and analyze data during the self-study process.

Probably the most common error in preparation for an on-site visit is to assume that if something was acceptable during the last on-site visit then "it's not broke" and therefore shouldn't be changed or even examined. On-site teams are trained to expect that institutions will have examined all aspects of their teacher education program in relation to the institutions mission and goals as well as in relation to standards for institutional accreditation and program approval.

For an initial accreditation visit, the self-study process should include formal examinations that include the assessment of strengths and weaknesses of (a) the ability of the unit to carry out its responsibilities and (b) the quality of and need for existing or new programs for the initial and continuing preparation of school personnel to work in preschool through grade 12 settings. Between on-site reviews by KSDE/NCATE, the unit should capitalize on its strengths and eliminate or reduce its weaknesses.

Ideally, the unit is always engaged in self-evaluation to improve its practices and performances for training teachers. Continuing accreditation requires that the unit regularly and systematically evaluate itself and its programs and how well it continues to meet the standards. The self-study process should be on-going, rather than occurring only every five years for an on-site review. This evaluation process and resulting changes should be recorded in the Institutional Report, which becomes the major resource document for conducting the continuing accreditation on-site review every five years.

The Institutional Reports

In the accreditation and program approval process, units prepare four types of reports: (1) institutional accreditation reports (IR's) prepared for initial unit accreditation (2) continuing accreditation reports (CAR's) prepared for continuing unit accreditation (3) renewal program folios prepared for renewal of teacher education programs only, and (4) new program folios prepared for initial approval of new teacher education programs. The content of institutional reports prepared for accreditation differ depending upon whether the institution is seeking initial accreditation or continuing accreditation. A description of the program folio process can be found in the *Institutional Handbook for Program Approval*. A description of the content and format of each type of accreditation report follows.

As an integral part of the accreditation process, it is required that a unit complete an institutional report prior to the visit of a KSDE or joint KSDE/NCATE team to the campus. The content of the institutional report should respond to the statements and expectations found in the standards. It is a qualitative and quantitative description of the institution's unit.

Both NCATE and KSDE require that IR's and CAR's be clear and accurate. Reports not meeting these criteria may be returned to a unit and may prevent a visit from occurring.

Institutional Reports for Initial Accreditation Visits

The initial accreditation report prepared by the professional education unit shall be bound with a cover sheet that shows the name and address of the institution. The following outline describes the four sections that shall be included in the IR for an **initial accreditation visit:**

Section I Preliminary Information

1. Table of Contents with page numbers
2. Forms A and B of the unit's most recent Annual Report. This report is mailed to the unit each spring; it is to be completed by October 1. A description of this report can be found later in this Handbook.
3. For KSDE/NCATE initial accreditation visits only, Report of Preconditions submitted and approved by NCATE and KSDE. These are prepared by NCATE and KSDE and mailed to the unit prior to the visit.
4. Overview of the institution. This brief section should describe the mission of the institution, special institutional characteristics, and other information that will help the reader understand the institution and its mission.

Section II Standards for the Unit

In this section the unit shall be described according to the KSBE/NCATE standards. The focus of this section must be on the unit, not individual programs, although individual programs may sometimes be referenced. This section shall be clear, concise, and directly related to the **KSBE/NCATE** standards.

KSBE/NCATE standards can be found in *Standards, Procedures, and Policies for the Accreditation of Professional Education Units.* The standards may be edited periodically to reduce duplication and clarify meanings. After any editing of the standards is approved as appropriate, a revised standards book will be distributed to all units that are either currently accredited or are candidates for initial accreditation.

A standard-by-standard narrative of how the unit meets each standard shall be written. Since the Evaluation Review Committee will make a recommendation to the Kansas State Board of Education as to whether each standard is met or not met, institutional report writers are encouraged to write directly to each of the standards. For KSBE/NCATE accreditation the on-site teams will write a report that recommends whether each of the standards are met.

For initial accreditation, institutional writers are encouraged to address each of the indicators that are part of the standards. It is preferred that each standard or indicator be typed in the report and followed by the unit's response to it. Additional information that shows a standard is met, but not included in the accompanying information or indicator, should be presented in the narrative for each standard as well. *When differences exist between basic and advanced levels, clearly indicate these differences in the report.*

Both qualitative and quantitative data should be presented in the narrative as appropriate. Charts, graphs, diagrams, tables and other similar means of presenting information should be accompanied by a supporting narrative. When reporting student and faculty data on cultural diversity, units should show the nature and degree of the diversity that exists and the diversity of the geographic region served among other related factors.

Documentation that supports this section of the report shall be clearly labeled by standard and available to team members in the exhibit room during the on-site visit. In the report, indicate the documentation that will be available on-site. This documentation shall be indicated throughout the narrative or in a section at the end of each standard or category of standards.

Section III Program Descriptions

Because Kansas is a partnership state with NCATE, the program folios prepared in response to KSBE program standards substitute for NCATE's program description section of the institutional report. A brief analysis of the status of the programs being offered by the institution should be included in this section. Supporting documentation from KSBE regarding program status could be included in this section also. Program folios should be available for review in the documents room when the on-site team is on campus.

Section IV Faculty Vitae

The faculty vitae section of the institutional report should include a one- or two-page vita for each faculty member who has some direct responsibility in the professional education unit. The vitae of faculty in departments other than education (e.g., arts and sciences) where faculty teach subject matter to education majors should be included in the report only if those individuals also teach a professional course such as secondary instructional methods, supervise student teachers, or otherwise have some direct responsibility to the professional component of the program. *Vitae should be provided for both full-time and part-time faculty members.* (Appendix I includes an example of a two-page vita.)
The vita should include the following areas:

1. Academic degrees
2. Professional experience
3. Faculty and administrative load
4. Current professional and academic association memberships

5. Current professional assignments and activities
6. Publications
7. Papers presented
8. Research

More complete vitae should be on file in the documents room for review by the team during the on-site visit. In addition to the full-time and part-time professional education faculty, information about the academic backgrounds and professional experiences of cooperating teachers should be available for review by the team. Complete vitae for cooperating teachers are not needed.

Vitae for faculty members who teach subject matter (content area) courses to education majors need not be included in the institutional report but should be available to team members. These may be in the exhibit room or in the appropriate academic office.

Institutional Report for Continuing Accreditation Visits

Directions for completing the CAR can be found in the section of this handbook on Continuing Accreditation.

See Appendix J for a comparison of initial and continuing accreditation processes that was adapted from one developed by Hendrik Gideonse and appears in the *Handbook for Continuing Accreditation* from NCATE. It highlights the major differences between initial and continuing reviews.

PLANNING THE ON-SITE REVIEW

In preparation for an on-site review the unit has varying degrees of involvement in such things as selection of dates for the visit, selection of team members and conflicts of interest, ethical responsibilities, use of consultants, role of observers, logistical arrangements, and budgeting for the visit. To provide units guidance in preparing for an on-site visit and to avoid situations that can cause conflicts of interest, prompt questions of ethics, or otherwise raise issues regarding the objectivity and credibility of the accreditation process, KSDE has provided suggestions and/or adopted policies related to these issues.

Choosing the Dates of the Visit

The on-site review must be scheduled to begin on a Saturday and to finish on Wednesday. In some cases, a visit could be extended because of the number of off-campus sites or unique complexities. Extensions in the length of visits are arranged by KSDE and/or NCATE staff and the team chair. Spring visits may be scheduled between January and May; fall visits may be scheduled between September and December. The unit must submit the desired dates of the visit to KSDE at least two years prior to the visit. If the review is to be a joint visit, the dates must be confirmed with KSDE before contacting NCATE.

The unit should check university calendars to make certain students and faculty will be on campus during the visit. The dates of professional meetings (e.g., AACTE or AERA) that may be attended by a number of faculty also should be checked for conflict. Major holidays should be avoided because it is difficult to find team members who are willing to accept assignments during those times.

Although the team is not officially scheduled to begin its work until Sunday morning, team members usually arrive on Saturday in order to be ready for work on Sunday. Team members are to have access to the documents room beginning Sunday morning. The coordinator on campus should make such arrangements.

The specific dates for on-site visits will be made available through numerous publications of KSDE. For joint visits, dates for on-site visits will also be published by NCATE.

Third-Party Testimony

All institutions are required to solicit third-party comment on the quality of their programs as part of the accreditation review process. Both the institution and KSDE/NCATE must announce the upcoming campus visit approximately six months before the scheduled review date. Written testimony is received by KSDE/NCATE up to three months before the visit, and the institution is allowed to respond to any written comments received prior to the on-site review. Third-party testimony and the institutional response, if any, become part of the data that the on-site team considers in its decision-making process.

Institutions should adhere to the following timeline for solicitation and response to third-party testimony:

> **Six months (one semester) prior to review.** The institution publishes an announcement of the upcoming accreditation review in the local news media of its choice, in which it invites the public to submit written comment to KSDE and if a joint visit, to the Board of Examiners, c/o NCATE. The publication(s) chosen should reach the audience that is considered to be the service area of the institution. A sample of a public announcement is included in *NCATE's Standards, Procedures, and Policies for the Accreditation of Professional Education Units.*
>
> **Two-three months prior to review.** Copies of correspondence received are forwarded to the institution for comment, as well as to the team chairs for appropriate follow-up during the on-site visit.

Selection of the Team

For KSDE-only visits, a five to six KSDE member team will conduct the accreditation review. A five-person team will be assigned to units with bachelor and/or masters programs for the initial or advanced preparation of school personnel. A six-person team may be assigned to units with post-masters programs. Additional team members may be assigned if the unit has off-campus programs, particularly when they are not located within easy driving distance from the campus. Normally, a six to nine-person KSDE/NCATE team will conduct the **initial**, joint KSDE/NCATE accreditation review.

The KSDE staff and NCATE staff have responsibility for assigning their respective teams. In most cases a team will include representatives from (a) an organization of teacher education institutions, (b) a teachers organization, and (c) other constituent members of the profession. At least one of the visiting team members should be from an institution similar in type to the institution being visited.

The list of team members will be sent to the unit several months before the scheduled visit. Units are allowed to challenge team members nominated to serve on teams based on a conflict of interest only. A unit challenge of team members must be submitted in writing to KSDE.

KSDE has a nominating process for selection and training of KSDE on-site team members. Units interested in nominating individuals for on-site training should consult the *Teacher Education On-site Evaluation Team Manual* or contact the Teacher Education Office of KSDE.

Conflicts of Interest

In some situations clear-cut rules for conflict of interest may be difficult to establish. There are many cases where ethical judgments must be made according to the facts of a specific situation. The following guidelines are intended to provide credibility and objectivity by team members in conducting evaluations of professional education units.

Team members should avoid serving on teams for institutions at which they have close personal or professional relationships. Many individuals serving on teams know a large number of professionals throughout the state. The fact that someone is known does not automatically rule out the possibility of serving on a team. The key to this principle is *close personal or professional relationships*. Team members shall avoid serving at institutions if:

1. They hold an earned or honorary degree from the institution.
2. They have significant ties such as being members of a common consortium.
3. There are colleagues with whom they have jointly authored research or literature.
4. They have served on the faculty or staff at the institution
5. An immediate family member is or was employed at the institution.
6. An immediate family member is or was a student at the institution.

7. There is some predisposing factor that could prejudice them with respect to an institution.
8. An individual has served as a consultant or advisor for assisting and preparing for an on-site visit within the past 10 years.

In these cases personal prejudice is sometimes difficult to avoid and bias is often assumed by the institutions being visited.

Ethical Guidelines for Institutions

Institutions also have some ethical responsibilities related to the accreditation process. KSDE has established the following guidelines related to the conduct of an on-site visit:

1. Each institution shall facilitate a thorough and objective appraisal of their professional education units and programs by KSDE.

2. Institutions are allowed to challenge team members nominated to serve on teams based a conflict of interest only. The right to challenge cannot be employed as a process for selecting team members holding particular pre-dispositions.

3. Institutional personnel shall refrain from publicly criticizing those individuals participating in the accreditation or program approval process.

4. Institutions shall report any perceived inadequacies of the KSDE procedures or processes at the time of their occurrence, rather than withholding the information until after the Evaluation Review Committee takes action.

Hospitality

The only social event that should be scheduled for the visiting team is the Sunday night dinner during which appropriate representatives from the institution and unit have the opportunity to meet the team. Teams usually schedule working dinners at the hotel or a nearby restaurant on Monday and Tuesday evenings.

Although it is desirable to ensure comfortable accommodations for team members, gifts to team members during or after the visit are not appropriate. Any items provided to team members that could be perceived as an attempt to gain favor should be avoided.

Consulting by Trained KSDE Evaluators

Many units preparing for an on-site visit ask consultants[1] for assistance in preparing for the on-site visit. Because of their training and experiences conducting on-site visits, KSDE trained evaluators may be asked to serve in this role. KSDE has adopted the **policy that trained evaluators may not serve as a paid consultant or otherwise profit from service to a Kansas institution as a result of their position as a trained on-site evaluator.** To do so will result in a person being removed from the list of KSDE evaluators.

Trained KSDE evaluators may serve as advisors[2] to institutions in the context of their professional expertise regarding accreditation or general program improvement. However, they must declare themselves as ineligible to serve on an on-site review team or participate in discussions at a Evaluation Review Committee or State Board meeting for any institution at which the member has served in an advisory role during the previous five years. Trained evaluators shall not engage in advisory activities to the extent that it results in excessive conflicts of interest nor imply definitive answers on KSDE policies and procedures.

Observers

KSDE/NCATE encourages the assignment of observers on the KSDE/BOE on-site team from the state education agency responsible for program approval and the state NEA and AFT affiliates. The conditions that apply to the assignment of these observers are outlined in the NCATE document, *Standards, Procedures, and Policies for the Accreditation of Professional Education Units.* The organizations nominating observers are responsible for their expenses.

The team chair asks observers to be actively involved in the data collecting process. They usually participate in the team meetings, but *are not voting members of the team.*

Pre-Visits

All on-site visits begin with a pre-visit to the unit and institution within 60 days of the visit. It is helpful if all persons at the pre-visit have at least a draft copy of the IR in advance of the pre-visit. KSDE/NCATE co-chairs or KSDE chair and assistant chair, with the state coordinator, meet with the institution's unit head and/or visit coordinator to develop a specific agenda and assign various responsibilities for the on-site visit. This meeting should help clarify the role of the team and, if a joint visit, how the team members should work as a single team. Scheduling of interviews, off-site visits and other logistical arrangements are determined at this time. A template for

---

[1] Consultant is defined as one who is hired by the institution to come to the campus to assist in preparing an institutional report, making improvements to a unit or program, setting up display documents etc. in preparation for an on-site review.

[2] Advisor is defined as one who as a professional courtesy, no fee is paid, assist an institution in preparing an institutional report, making improvements to a unit or program, setting up display documents etc. in preparation for an on-site review.

the visit is completed that includes all meetings, their locations, and the participants. Specific details for the on-site visit should be accomplished at the pre-visit to ensure that the visit will go smoothly as possible. A sample pre-visit agenda can be found in Appendix K.

A typical pre-visit agenda should include the following discussion points:

Motel arrangements
Meal arrangements
Parking and map
Verify accreditation dates and that program folios are completed
Review the Institutional Handbook for Kansas Accreditation
Review the technology needs of the site visit
Review the list of team members and their assignments and discuss any conflict of interest concerns
Explain the forms for institutional evaluation of the on-site visit
Go over the template/agenda for the visit
Discuss appointments that need to be scheduled in advance of the on-site visit
Everyone should be available for impromptu interviews
Materials that need to be provided for each team member
Exhibit room materials
Files that need to be available for inspection

Logistical Arrangements

Several months before the scheduled on-site visit, the unit's visit coordinator, faculty, and administrators must begin making logistical arrangements to ensure that the team's visit runs smoothly. The following checklist should guide the coordinator in making the necessary arrangements for the on-site visit:

☐ Communicate with the KSDE/NCATE and/or Board of Examiners co-chairs to confirm all arrangements for the on-site visit. A pre-visit with the co-chairs and state coordinator must be scheduled. See Appendix K for a sample of a pre-visit agenda. The state coordinator shall contact all parties to initiate the planning of the pre-visit.

☐ Make hotel/motel arrangements for all team members and state observers. The following suggestions should guide the selection of a hotel and arrangements for team members.

- It should be located near the campus to reduce transportation time.
- A private room should be reserved for each team member, state observer, and state coordinator.
- A secured meeting room should be reserved for the team members to work from the time of their arrival. This room should be available for the entire time of the visit so that materials can be left there.

- Check with the team chair on how he/she would like the meeting room arranged and which of the following supplies will be needed:

______	Newsprint/Flipchart	______	Pens for Transparencies
______	Magic Markers	______	Pens, Pencils, etc.
______	Masking Tape	______	Writing Tablets
______	Overhead Projector	______	Typing/Computer Paper
______	Screen	______	Copy Machine
______	Campus Map	______	Personal Computers and Printers

- There should be a restaurant in or near the hotel. Except for Sunday night, institutional representatives should not eat meals with team members unless arranged by team co-chairs. Meals often are used as work sessions.

- Contact team members to determine whether there are any special dietary requirements which must be considered when making meal arrangements.

- Arrange for direct billing to the college/university if at all possible. If it is impossible to arrange for direct billing, let the team members know that they will be responsible for the hotel bill and that they will be reimbursed within a few days after the travel voucher is received. [Direct billing should be arranged for team members only. Observers and the KSDE coordinator are responsible for their own hotel expenses.]

☐ Inform all team members, including the observers, of directions to the hotel and campus. Indicate what airport should be used, the ground transportation from the airport to the hotel, the approximate cost of the ground transportation, and approximate travel time from the airport to the hotel. You may arrange to pick up team members at the airport or direct them to a cab or limousine.

☐ Determine what time on Saturday team members plan to arrive.

☐ Arrange transportation from the hotel to the college/university for Monday through Wednesday. Sometimes the provision of a van or station wagon for the team to use would be appropriate. Transportation to enable team members to visit schools should also be arranged.

☐ Set up a work area for the team on campus. This secured work room might double as the exhibit room, but it should not be used for individual or group interviews. Ideally, the secured work room and exhibit area should be separate and provide as much privacy as possible. Check with the chair to determine how the room should be arranged and which of the following supplies should be available in the secured work room:

______	Newsprint/Flip Charts	______	Pens for Transparencies
______	Magic Markers	______	Pens, Pencils, etc.
______	Masking Tape	______	Writing Tablets
______	Overhead Projector	______	Typing/Computer Paper
______	Screen	______	Copy Machine

_____ Campus Map _____ Personal Computers and Printers

NOTE: Most teams appreciate easy access to coffee, etc. It is most helpful if refreshments are available in the work room.

☐ Set up an exhibit room with materials that the team will want to see during the visit. All of the items in the exhibit room should be clearly labeled and each category of documents should be accompanied by an alphabetical listing and/or a listing by standard. **A master list of all exhibits shall be available for each on-site review team member. A master list on computer disk should also be available.**

NOTE: Arrangements to access the exhibit room on Saturday are desirable so that the team members can begin their data gathering activities. Details for early access to exhibits should be arranged by the team co-chairs and the institution's visit coordinator or unit head.

☐ Arrange support services for the team during the visit. This support might include the following:

- Secretarial assistance
- Access to a telephone
- Arrangements for all off-campus visits
- Arrangements for observations of professional education classes
- Access to student and faculty records on campus
- Access to samples of student production (e.g., papers, theses, and dissertations)
- Arrangements for technology support

☐ Arrange for interviews and off-campus visits as outlined in the template for the visit in consultation with the team chair. Specific interviews should be arranged by the chair prior to the on-site visit. However, the team may need to conduct follow-up interviews with certain individuals to clarify issues and/or concerns raised during the team's deliberations. The team may not have time to interview all professional education faculty.

☐ Prepare name tags for team members so that they can be clearly identified by institutional representatives during interviews, etc. Label team members as KSDE/NCATE or KSDE team members. It is helpful to have faculty wear name tags during the visit, particularly in group interview settings.

☐ Check with the team co-chairs about arrangements for noon meals. Institutional representatives should <u>not</u> eat meals with the team.

☐ Provide clear directions and/or escorts to scheduled interviews.

☐ Plan the Sunday evening dinner with the chair (i.e., who should attend and the agenda). If the dinner is not in the hotel, arrange for team travel to the dinner.

☐ Provide through advertisements and other appropriate publications, opportunities for third-party testimony to be given.

☐ Arrange for the use of computers and printers in the team meeting room and/or at the hotel for the writing of reports. Information from team members regarding the type of computer, software and printer they wish should be obtained prior to the visit. Arrange for someone from the institution to be "on call" in case there are technical difficulties.

Budgeting for the Visit

KSDE pays mileage expense for KSDE team members and hotel and travel expenses for the KSDE coordinator. All KSDE team members submit their travel vouchers to the KSDE office for payment following the visit. The unit is responsible for hotel and maintenance expenses of the team members. For joint visits, the visit coordinator or unit head should contact NCATE to discuss arrangements for travel expenses for NCATE team members.

Units are encouraged to arrange for the direct payment of the hotel bill so that team members do not have to use their personal resources. If it is not possible to make such arrangements, team members should be notified that they will need to pay their hotel bill and arrangements will be made for reimbursement by the institution. If special arrangements for payment need to be made, contact the KSDE and/or NCATE office.

Other institutional expenses related to the on-site review will include (a) printing the institutional report and related documents, (b) the Sunday night dinner, (c) refreshments provided the team members in their work room, (d) overhead such as released time, secretarial support, costs of gathering data, and special equipment. A pre-visit by the KSDE chair and assistant chair, or KSDE/NCATE co-chairs, and state coordinator is required. The cost incurred by the BOE chair during this pre-visit will be included on NCATE's reconciliation after the visit. The pre-visit expenses of the KSDE co-chair or chair and assistant chair and the state coordinator will be paid by KSDE.

In addition, a number of institutional expenses will be incurred prior to the actual on-site review such as typing, copying and shipping of materials, support staff, etc. Some units give release time to the visit coordinator and may assign a secretary and/or graduate assistants to the project as well. Other related costs might be attendance of faculty at one of NCATE's institutional orientations or AACTE's accreditation workshops.

Conduct of the On-Site Review

During the on-site review, team members interview faculty, administrators, students, cooperating teachers, principals, alumni, and other involved persons. There will not be time to interview all faculty members and administrators. If there are particular individuals who should be interviewed, that information should be conveyed to the appropriate team chair. In addition, the team probably will want to interview individuals who are not on the unit's list of critical interviews. The team chair will ask for many of the interviews to be scheduled before the team arrives. However, team members may request interviews with other individuals after they arrive on campus. As much as possible, the unit should try to accommodate the needs of the team.

Written documentation also is reviewed and field sites are visited. The unit must organize its supporting written documentation in an exhibit room for use by the team during the on-site review. Documentation to be included in the exhibit room is described later in this section. The field sites to be visited should be determined by the team chair prior to the visit.

In the planning for the on-site review, the following template is used. The team co-chairs have the option to modify the template based on the availability of interviewees and the necessary accommodation for a joint KSDE/NCATE review. These modifications are recorded on the "Assistant Chair Checklist," which is submitted to KSDE and/or NCATE following the visit. The KSDE coordinator will facilitate the team co-chairs in the development of the visit agenda.

Institutions are encouraged to make the documents room available for Saturday afternoon and evening. KSDE team members are required to arrive on Saturday for joint KSDE/NCATE visits.

Template for the Institutional Site Visit

The following template used for site visits will need to be modified to allow for differences in initial and continuing accreditation visits.

Saturday

Team members arrive and begin review of documents as determined by team co-chairs.

Sunday

9:00 - 4:00 pm ***Review of Documents***

Team members review documents in the exhibit room.

A time set by the chair

Orientation Meeting for the Team

The state consultant advises the team about state expectations. Information on the review process for the institution's programs and the State Board's final decision regarding the approval of those programs is also shared with the team.

The chair facilitates the following:

a. Review the basic principles and assumptions guiding the training of team members and re-emphasize the role of judgment in the accreditation process.

b. Remind the team and observers of the confidentiality of their work by reading the following statement:

Members of the on-site team are reminded that confidentiality is an integral part of the accreditation process. Team members must have access to much sensitive information in order to conduct reviews of professional education units, curriculum guidelines, and state program approval systems. The confidentiality of this information must be protected by participants in ERC, KSDE, and UAB meetings and on- site review teams.

Unless indicated otherwise, all meeting and on-site review materials, all information obtained on-site, and all discussions related to the accreditation of units, approval of guidelines, and recognition of state program approval guidelines are confidential. Please remember that confidentiality has no expiration date - it lasts forever.

c. Review issues and recommendations from the most recent KSDE and NCATE documents. In selected semesters, team members will be asked to work through a simulation prepared by KSDE or NCATE to update their skills or knowledge about some aspect of the accreditation process. These documents should include insights into the interpretation of standards, interviewing, and report writing.

d. Outline plans for systematic collection and recording of data. Discuss writing style and content. Review assignments for writing of sections of the team report.

e. Scan the Forms A and B of the Annual Report(s) to determine what follow-up is needed.

f. For initial visits only, record on transparencies or newsprint the ratings of team members for each state standard and if a joint visit each NCATE indicator at both the basic and advanced levels. (These ratings should have been completed by team members prior to arrival at this orientation session.) Discuss the discrepancies in the ratings by team members and the strengths and weaknesses apparent in the institutional report. Determine incomplete, missing or inaccurate data.

6:45 - 8:00 p.m. ***Working Dinner***

Attendance should be limited to the team, observers, unit head, unit's on-site visit coordinator, and two or three key individuals selected by the unit head.

This dinner should be held in a private dining room. During the dinner, the following activities should occur:

a. Introductions

b. Institutional presentation on the unit and its overall operation. This presentation is optional and should be arranged with the chair. The presentation itself should be no longer than **30 minutes** with time for questions from team members.

c. Overview of the visit. A description by the chair and assistant chair regarding what the institution should expect; what events have been planned.

d. Additional scheduling or information planning needed.

e. Explanation of the exit conference with the chair(s), assistant chair(s), unit head, and on-site visit coordinator, state coordinator, and other institutional representatives.

8:00 - 10:00 p.m. ***Team Work Session***

Each examiner should review his/her plan for carrying out assignments. This team work session allows opportunities to:

a. Continue to discuss the ratings from the rating forms

b. Discuss the planned activities and strategies for the following day and how these activities/strategies contribute to the purpose of the visit.

c. Review assignments for the following day; make sure individual programs receive appropriate attention. Check that all members know their assignments and responsibilities. Where possible, assign team members in pairs for data collection.

Monday

8:00 - 12:00 noon ***Continue Review of Documents and Interviews by Team***

Team members continue their review of documents in the exhibit room.

The team chair(s) and assistant chair(s) interview the president, vice president/provost for academic affairs, deans of academic support areas (e.g., arts and sciences), graduate dean, and selected heads of departments that provide services to professional education (e.g., English, biology). In these interviews they should:

a. Announce the team's presence on campus.
b. Solicit information about the status of professional education on campus.
c. Collect comparative data on facilities and resources.

The remaining team members collect data to support their assignments. Activities include interviews with selected faculty and students and review of appropriate documents in the exhibit room. (NOTE: A list of documents to be included in the exhibit room is found in the next section of this document.)

1:00 - 5:00 p.m. ***Continue Collection of Data***

Team members continue to collect data related to their assignments and other standards. Activities include interviews with the following individuals and/or groups:

a. The director of clinical/laboratory experiences to review and confirm policy and practice relevant to admission to student teaching, pre-teaching laboratory/clinical experiences, selection of cooperating schools and teachers, evaluation of student teachers and other relevant policy.

b. Cooperating teachers and administrators.

c. Student teachers.

d. The person in charge of admission to the unit.

e. Counselors and advisors to education candidates.

f. Graduate and undergraduate students in professional education.

g. Selected faculty and administrators.

h. Open sessions for interested parties (university or community at large)

5:00 - 6:00 p.m. ***Update of Ratings***

Individual team members update their ratings for standards on the rating form. Changes in the ratings are based on data collected during the day. (Initial visits only)

6:00 - 7:00 p.m. ***Working Dinner***

7:00 - 10:00 p.m. ***Team Meeting at the Hotel***

The chair and team review the day's activities. Areas of concern are raised. The team discusses the standards and plans for Tuesday are revised as necessary. Strategies that worked well or did not work are discussed.

Tuesday

8:00 - 12:00 noon ***Continue Data Collection***

Team members continue to collect data related to their assignments and other standards. Activities include (1) visits to two to four field-based sites and (2) interviews with the following individuals and/or groups:

a. Faculty and administrators as appropriate.

b. Graduate and undergraduate students in professional education.

c. Cooperating teachers and administrators in the school sites visited.

d. Student teachers and other interns in the school sites visited.

1:00 - 5:00 p.m. **Interviews as Needed**

Team members interview appropriate groups as needed to collect additional information. Interviews should be determined by the team and scheduled for no more than one hour duration. The size of the group being interviewed should be limited to a size that allows everyone a chance to talk. Depending on the group interviewed and the specialization of the team, no fewer than two or more than three team members should be present at each interview. Groups that might be interviewed include the following:

a. The major university policy committee (e.g., academic council or academic senate).

b. Graduate council or committee.

c. Deans and department heads of units providing services to professional education (e.g., dean of arts and sciences), academic department heads (e.g., English, history, biology).

d. Governing and/or advisory committees for the unit.

e. Recent graduates who work in the geographic area.

f. Students from major program areas at both the basic and advanced levels.

g. Others identified by the team.

h. Open sessions for interested parties (university or community at large)

6:00 - 7:30 p.m. **Working Dinner**

8:00 - 10:00 pm ***Team Work Session***

Team members determine whether standards are met, what weaknesses should be cited, and what strengths should be cited. The work session includes the following activities:

a. Each team member completes the KSDE rating forms for each standard and/or NCATE indicators at the basic and advanced levels. This portion of the exercise is completed privately and independently.

b. The scale value for each standard is shared with the total group via newsprint or transparencies. Differences are discussed.

c. Team members vote on whether each standard has been met.

d. Team members begin writing rationale and weaknesses for each standard as outlined on the report form.

Team members may identify areas in which additional data are needed to make a decision about a standard and formulate plans for collecting this information on Wednesday morning.

10:00 p.m. ***Complete Individual Reports***

Individual team members write reports for their assigned standard(s).

Wednesday

By 9:30 a.m. ***Work Session/Complete Team Reports***

Individual team members complete the initial writing of their reports for the assigned standards. Teams are encouraged to have these written responses copied for all team members to review at the 9:30 work session.

9:30 - 11:00 a.m. ***Review Session***

At this team work session the following activities occur:

a. Each team member reports written rationales and weaknesses for assigned standards to the full team for approval.

b. Any strengths of the unit are determined by the team and included in the appropriate section of the team report.

c. Each team member revises his/her individual report(s) to reflect the comments of the team and submits it to the chair before departing for home.

d. The chair reminds team members that their work of the past four days must remain confidential by referring to the confidentiality statement read on Sunday.

11:45 a.m. ***Exit Session***

The team chair(s), assistant chair(s) and state coordinator meet with the unit head and visit coordinator to report a summary of the team's findings and to indicate when the team report should be completed.

12:00 noon ***Departure***

Team members depart.

Within 30 days ***Submit Team Report to KSDE and/or NCATE***

The team chair edits the team's individual reports, compiles the final team report, and submits the appropriate number of copies to KSDE and/or NCATE. Copies of the team report are sent to the unit head.

The team report is due within 30 days of the visit; it is forwarded immediately to the unit head at the institution; the unit head must acknowledge receipt of the report and has the opportunity to rejoin it; five copies of the rejoinder must be received at KSDE within 30 days of the receipt of the team report; the accreditation status will be determined by the appropriate committees or boards after receipt of the institutional rejoinder.

Interviews

Much of a team's time on Monday and Tuesday of the visit will be spent interviewing individuals and groups. The types of people and groups with whom the team would like to meet are outlined in the previous template. Specific interviews should be arranged at the pre-visit. During the visit, team members may decide it would be helpful to talk to other individuals as well. They may also need to conduct follow-up interviews with certain individuals to clarify issues and/or concerns raised during the team's deliberations. Therefore, faculty and administrators in the unit should plan to be somewhat flexible in their scheduling for the two days that the team will be on campus.

Team members may not have the opportunity to interview all faculty members and administrators in the professional education unit and other units that support professional education. Who the team decides to interview will depend, in great part, on the information provided in the institutional report. The team will interview some individuals to validate information in the report. Others will be selected to provide information not in the report, but needed to determine whether standards are met. If there are key individuals who should provide insights into aspects of the standards, inform the team chair so that appropriate interviews can be scheduled.

In addition to interviewing faculty, staff, and administrators on campus, the team will want to talk with students, cooperating teachers, principals, advisory committee members, and others involved in your unit and its programs. The team chair will ask that arrangements be made for the team to interview groups of these individuals. A cross-section of the population should be asked to participate in these group interviews. If many of the professional education courses are taught in the evening, team members may want to interview those students as well. In addition, team members will talk with students in the halls, the cafeteria, etc.

The team co-chairs will indicate how they would like these group interviews organized. The number of persons participating in a group interview should be limited to no more than eight persons to allow everyone the opportunity to talk. Unit administrators and faculty should not participate in these group interviews, unless requested by the team chair.

Team members may visit two to four schools to which student teachers are assigned and with whom collaborative efforts toward improving education have been initiated. The team chair(s) should select the schools to be visited from the list of available ones. It is most helpful if the visit coordinator on campus provides a list of schools in which student teachers are placed with some characteristics about the number of student teachers placed in the school, cultural make-up of the student body, and distance from campus.

Team members also are required to observe several professional education classes that are in session during the visit. The team will decide what classes to visit. The visit coordinator should prepare faculty to expect visitors if their class is scheduled for Monday or Tuesday of the visit. If there are special circumstances that would preclude these observations, the chair should be informed prior to the visit.

Exhibit Room

The unit shall gather as much supporting documentation as possible in a single location, which is referred to as the Exhibit Room. Only in cases where privacy rights are a consideration (e.g., faculty vitae, transcripts) or where materials are too voluminous (e.g. student records) should the team need to go to another location for written documents. An indication of the location of these types of records should be available in the Exhibit Room. The Exhibit Room should contain the documentation that supports the institutional report and shows how standards are being met.

All of the documents in the Exhibit Room should be clearly marked to correspond to a specific standard and/or indicator. Most units have placed the documents in file folders that are labeled with the standard, indicator, or program. Following this visit, the unit should consider maintaining and updating these files for future visits. **A master list of all exhibits should be provided to each team member. Examples of exhibits by family of standards follows:**

CATEGORY I: Design of Professional Education

- Course syllabi for all subject area program courses to compare course content to KSBE standards.
- Course syllabi for all professional education courses to determine the use of established research, content, essential knowledge, adequacy of objectives, and logical and coherent organization.
- Catalogues and other printed documents describing general education, specialty studies, and professional studies to validate and confirm practices described in interviews.
- List of courses in session during the on-site visit.
- Schedule of classes offered in professional education.
- Student teaching handbook to determine sequence and agreements between the involved parties.
- Descriptions of pre-student teaching field and clinical experiences.
- Written agreements with local schools for student teaching placement, support for beginning professionals, and collaborative research projects.
- Written agreements with graduates and/or schools to provide support during the first year of practice.

- Documents submitted for the last state program approval and the official state action on programs.

- Examples of student work from basic and advanced programs (e.g., theses, dissertations, research projects).

CATEGORY II: Candidates in Professional Education

- Admission policies and criteria.

- Documents relevant to advising and monitoring procedures.

- Student advisee folders.

- Transcripts for current students and recent graduates.

- Recruitment plans and brochures.

- List of competencies expected at completion of programs and assessments used to ensure these outcomes.

- Student records such as transcripts, teacher education files, and program completion documents to verify completion of all requirements for certification and program endorsement(s).

- Follow-up studies of graduates conducted over the past five years.

- Internal and external team studies of the unit and/or its programs over the past five years.

- Summary of the changes that resulted from follow-up studies and other teams conducted over the past five years.

- Summaries of outcomes assessments.

CATEGORY III: Professional Education Faculty

- Faculty vitae to document scholarly work, professional involvement, appropriateness of assignments, etc.

- Qualifications of cooperating teachers and college/university supervisors.

- Faculty handbook and/or contracts to document work conditions, faculty development activities, and teams.

- Faculty team instruments.

- Faculty/staff directory.

- Faculty loads for advising, teaching, and supervising internships.

- Faculty vitae to document qualification to teach subject area courses, scholarly work, professional work, appropriateness of assignments, etc.

- Examples of faculty publications.

CATEGORY IV: The Unit for Professional Education

- Documents that describe the governance and operations of the unit.

- Minutes of governing groups (e.g., Teacher Education Committee, Academic Council or Senate, Graduate Council, Graduate Faculty).

- Fiscal records and budgets for the unit and comparable units to determine equity among units.

- Long-range plans.

Visits to Off-Campus Sites

ALL off-campus sites within the state of Kansas used for the preparation of professional educators for school settings from preschool through twelfth grade shall be included as part of the institution's professional education unit. These sites will be included as part of the on-site review. All off-campus sites shall be identified by the unit when it files the "Intent to Seek Unit Accreditation." Differences in operations from the unit's campus site shall be described in the Institutional Report.

Team members will visit one or more of the off-campus sites as determined by the team chair, the unit and KSDE. If the off-campus sites are located geographically distant from the parent institution, representatives of the team may be asked to conduct on-site visits to off-campus programs prior to the scheduled visit to the campus. When possible, the off-campus site administrator, some faculty, and some students should be interviewed by the team during the regular on-site review to the campus. If the unit includes several off-campus sites, the number of team members may be increased to provide time for adequate data collection and team deliberations.

Off-campus sites are expected to uphold the same standards as those of the campus administration. If KSBE standards are not followed in off-campus sites, overall decisions about whether unit standards are met probably will be adversely affected. The unit is responsible for covering the travel and maintenance expenses incurred by team members in the conduct of these off-campus visits.

If the on-site visit is a joint KSDE/NCATE review, NCATE will make the same requirements and follow the same procedures as described above for sites outside the state of Kansas and sites outside the United States.

Exit Conference

Late Wednesday morning the KSDE/NCATE co-chairs or the KSDE chair and assistant chair will conduct an exit conference. The unit head and visit coordinator are expected to attend this conference. The unit head may determine others from the institution who should attend. The focus of this conference is to summarize the team findings. The chair will present a general overview of the findings. For an initial visit the chair will also indicate the weaknesses that will be cited in the written report. The team's rationales for the decisions are not presented at this time but are included in the team's written report.

The summary of the team findings at the exit conference shall be generally consistent with the written report that the unit will receive later. The institutional representatives should be informed that the KSDE and NCATE procedures encourage them to rejoin the team report after they have received the written report. The unit's rejoinder could influence the final recommendation by the ERC and the final decision of the Unit Accreditation Board (UAB).

On-Site Team Report (Initial Accreditation Visit)

Following the on-site visit, the team co-chairs will compile the written report of the team's findings. For each standard, the report will include a rationale for the team's decision, weakness statements if they exist, and any corrections to the institutional report. The full team report will include the following information:

COVER SHEET

Includes the name of the institution, dates of the visit, and names of the team members and observers.

TABLE OF CONTENTS

PART I: INTRODUCTION (Background information on the institution)

PART II: SUMMARY OF THE TEAM'S DECISION FOR EACH STANDARD FOR THE UNIT

Shows on a summary chart each standard and whether it has been declared *MET* or *NOT MET* by the team.

PART III: DESCRIPTION FOR THE DECISION FOR EACH STANDARD

Provides the following information:

A. Team Decision

Indicates whether each standard was declared *MET or NOT MET.*

B. Rationale for the Decision

Describes why the team decision was made. This section should include illustrations or illuminators that helped determine the team's decision.

C. Weaknesses

Indicates specific areas of concern that the team thinks should be corrected. Weaknesses are not listed by the team if they do not exist for a particular standard.

D. Corrections to the institutional report

Provides corrections and/or additions to the institutional report as needed. Documents necessary for supporting the correction are appended in PART V.

PART IV: LIST OF INDIVIDUALS INTERVIEWED AND SOURCES OF EVIDENCE

Includes all individuals interviewed, documentation reviewed, and facilities visited by the team in making its decisions.

PART V: ADDENDA

Includes any documents that correct the institutional report.

Institutional Rejoinder to the Team Report

The head of the teacher education unit may respond and file supplemental materials pertinent to the facts and conclusions found in the team report. Any such response (**Institutional Rejoinder**) must be submitted to the Commissioner within 30 days of the date the institution receives the team report. The Commissioner shall forward any such response to the ERC.

The institutional rejoinder to the team report is a vital part of the evidence that the ERC, and UAB consider as they make their determination about whether standards are met and the unit is able to gain accreditation. The institutional report, the on-site team report, and the institutional rejoinder are considered when making accreditation recommendations and decisions. The KSBE and UAB may affirm the team judgments regarding standards or they may alter the team judgments because of information presented in the institutional rejoinder or to bring consistency to its judgments across units. A denial of accreditation may result from a pattern of weaknesses across standards even when all standards have been met.

The purpose of the rejoinder is to clarify information presented in the team report. If the judgments of the team are being contested by the unit, the rejoinder must indicate the grounds for such a stand and the available documentation to support them. This information should be summarized, cited, and included in an appendix as appropriate. The rejoinder shall be concise, to the point, and complete.

It is strongly recommended that the unit respond to all standards not met and weaknesses cited in the team report. If the unit agrees that the cited weakness is correct, the rejoinder should acknowledge this fact.

The following conditions must be adhered to as the institutional rejoinder is prepared by the unit:

- All evidence must describe what existed at the time of the on-site review since the team report is a *snapshot* of the unit at the time of the visit. Changes made by the unit after the visit cannot be considered by the ERC, KSDE, or UAB in their deliberations regarding accreditation. Those changes must be reported as part of the unit's Annual Report.

- All evidence must relate directly to the standards and procedures that applied at the time of the on-site review.

- The rejoinder must be factual in nature. All inaccurate information should be corrected and appropriate documentation submitted with the rejoinder.

- When the unit does not respond to any not met and cited weaknesses in the team report, it will be assumed that the unit concurs with the team citation and decision.

The Institutional Rejoinder shall be paginated and include the following *five* sections:

1. Letter from the unit head acknowledging the receipt of the team report.

2. Response to the weakness statements for *each* standard that was found not met by the team. If there is evidence that the standard should have been declared met, the appropriate documentation should be appended.

3. Response to the other weaknesses cited by the team. If there is evidence to suggest that a weakness does not exist, the appropriate documentation should be appended.

4. Perceptions of procedural concerns, if any, regarding the on-site review or accreditation process that might have prejudiced the team judgments.

5. Appendices that support any requests for reconsideration of the team judgments.

NOTE: If the data were included in the Institutional Report and not given adequate consideration by the team, the appropriate pages should be reproduced. If the reference exceeds three pages in the Institutional Report, the page numbers of the Institutional Report should be cited and *not duplicated.* The appendices shall be paginated and their sources (e.g., Faculty Handbook or Institutional Report) clearly identified on each appendix item.

Upon completion of the institutional rejoinder:

- *Five* copies of the rejoinder must be sent to KSDE and if a joint visit *five* copies to NCATE.

- If the appendices are exceptionally long, only one copy of them needs to be submitted.

- The Institutional Rejoinder shall be submitted within 30 days of the receipt of the team report. When team reports are sent to a unit around vacation times, additional time to prepare the rejoinder may be allowed.

- Additional time beyond the date indicated in the transmittal letter shall be approved by KSDE's or NCATE's staff.

KSBE/NCATE Initial Unit Accreditation Decisions

KSBE and NCATE render separate accreditation decisions for the unit at the basic and advanced levels. One of the following five decisions for each level is issued by each organization:

1. ***Accredited*** for initial accreditation may be accompanied by statements of weakness, but nonetheless is unequivocal. In its Annual Report the unit will be expected to address progress on standards not met and weaknesses cited in NCATE's action letter and KSBE's Final Decision report. This progress will be reviewed by NCATE's Unit Accreditation Board and KSDE's Evaluation Review Committee three years after the on-site visit to determine the viability of the full accreditation status.

2. ***Accredited with stipulation*** for initial accreditation specifies critical weaknesses that must be addressed by the unit prior to the granting of full accreditation, along with a timeline for overcoming these critical weaknesses. A written report that verifies and documents that appropriate steps have been taken to correct critical weaknesses is called an Upgrade Report. For KSBE accreditation, the Upgrade Report is due October 1. A written response is due at the NCATE office at any time before the specified deadline for the stipulations. (See p. 45 for a description of **Upgrade Reports**.) Accredited status may be granted if the identified critical weaknesses are corrected within the stipulated timeline. NCATE and KSBE will specify the period of time in which the institution must correct the critical weaknesses identified in the action letter. If the critical weaknesses are not corrected within the specified timeline, the institution's accreditation **shall be revoked**. The period during which a unit is

accredited with stipulation will be noted in the NCATE *Annual List of Accredited Institutions.*

3. ***Denial*** prohibits initial accreditation of the professional education unit.

When KSBE initial unit accreditation only is sought, decisions follow the same pattern. The ERC reviews the institutional report; the team report; the institutional rejoinder, if any; and any other relevant information. A description of the review procedures followed by the ERC is provided in Appendix L.

The ERC prepares a written initial recommendation regarding the appropriate status to be assigned to the unit. This initial recommendation will be submitted to an appropriate representative of the teacher education unit and to the Commissioner of Education. If a request for a hearing as described below, is not submitted, the initial recommendation of the ERC becomes the final recommendation of the committee. The Commissioner of Education submits the recommendation of the ERC to the Kansas State Board of Education for its consideration and determination. **NCATE unit accreditation decisions and rationales may be considered by the ERC and Kansas State Board of Education in making recommendations and decisions but it does not determine the accreditation status assigned by the Kansas State Board of Education to a unit. Status and follow-up reporting procedures are parallel for NCATE and KSBE. For specific information regarding NCATE procedures, consult the appropriate NCATE handbooks.**

Request for a Hearing

Within 30 days of the receipt of an initial recommendation of the ERC, the teacher education unit may submit a written request to the Commissioner of Education for a hearing before the ERC to appeal the initial recommendation. **This request must specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.**

If a timely request for a hearing is submitted, the ERC sets and conducts a hearing. Procedures for the hearing are provided in Appendix M. The ERC then prepares a written final recommendation regarding the appropriate status to be assigned to the teacher education unit. The final recommendation is submitted to the teacher education unit head and to the Commissioner of Education who submits the final recommendation to the Kansas State Board of Education for its consideration and final decision.

Action Letter and Report

A unit shall be notified by the KSDE of the accreditation status within ten business days after the Kansas State Board of Education meeting during which the final decision is taken. The action is communicated by a letter and an action report from the Commissioner of Education to the institution's chief executive officer and the unit head. This action report indicates standards not met and weaknesses cited.

Guidelines for decisions from NCATE can be found in the NCATE Handbook for Initial Visits

ANNUAL REPORTS

Each spring accredited professional education units are mailed the KSDE Annual Report form and if applicable, the Joint AACTE/NCATE Annual Report form. These must be completed by October 1 to maintain accreditation and approval of programs. KSBE and NCATE rely on these data to monitor the capability of units to continue programs of high quality. The Annual Report includes the following three forms:

Form A . . .
Requests basic institutional and unit information, including the name of the chief executive officer and unit head, levels of degrees, and type of institution. Most of this information is printed on the form and only needs to be checked for accuracy.

Form B . . .
Requests data on enrollment, number of graduates by program area, student characteristics, faculty and resources of the unit

KSBE and NCATE . . .
Request a narrative response to changes that have occurred and evaluations that have been conducted over the past year. If applicable, the unit must report the progress that has been made in addressing standards not met and weaknesses identified by the Kansas State Board of Education and/or the Unit Accreditation Board. The official list of weaknesses which must be addressed will be attached to the report form. The ERC reviews these reports on an annual basis.

These data allow KSBE and NCATE to annually monitor the professional education unit and its ability to provide quality professional education programs. In the third year after an on-site review, KSBE reviews the data for evidence that accreditation and program approval is still justified. See Appendix N for a sample of the "Third-Year Review of Annual Report Data." KSBE may decide that a five- or six-person team needs to conduct the next on-site review if major changes are occurring or accreditation may no longer be viable. If the data suggest compelling reasons that KSBE's standards may no longer be met, a three-person team may be sent to the institution to collect appropriate data and prepare a report. Following that visit, KSBE in conjunction with the ERC determines whether the unit's accreditation and program approval should continue.

Annual Report Forms Required by KSBE

Since the AACTE and KSBE Form A and Form B are the same, copies of AACTE forms may be submitted in place of KSBE forms. Also, a copy of NCATE's annual report form may be submitted in place of the accreditation portion of the KSBE Accreditation and Program Approval Report. All institutions will need to complete the KSBE Accreditation and Program Approval Report for programs. Forms required are:

Institutions which are NCATE accredited--

These institutions must submit (12) a copy of their completed AACTE Form A, (2) a copy of their completed AACTE Form B, (3) a copy of their completed NCATE Annual Report, and (4) a completed KSBE Accreditation and Program Approval Report. Written responses for institutions accredited with stipulation and approved with stipulation programs should be addressed in an Upgrade Report.

Institutions which are AACTE members but not NCATE accredited--

These institutions must submit (1) a copy of their completed AACTE Form A, (2) a copy of their completed AACTE Form B, and (3) a completed KSBE Accreditation and Program Approval Report for both accreditation and programs. Written responses for institutions accredited with stipulation and approved with stipulation programs should be addressed in an Upgrade Report.

Institutions which are not members of AACTE nor NCATE accredited--

These institutions must submit (1) a completed KSBE Form A, (2) a completed KSBE Form B, and (3) a completed KSBE Accreditation and Program Approval Report for both accreditation and programs. Written responses for institutions accredited with stipulation and approved with stipulation programs should be addressed in an Upgrade Report.

Only Forms A and B are required for the year of an on-site visit. The institutional report replaces the NCATE and KSBE reports for the on-site visit year.

CONTINUING ACCREDITATION

Introduction

This section of the handbook is designed to help institutions plan for continuing accreditation. After an institution's professional education unit has received initial accreditation from KSBE or from NCATE, accreditation is reaffirmed every five years as long as an institution satisfies KSBE's and NCATE's standards and requirements.

The continuing accreditation process ensures that accreditation continues to be merited. If the current KSBE/NCATE standards are used in regular self-assessment activities and if records of the unit's activities and resulting changes are systematically maintained, preparation time for a five-year continuing accreditation visit should not pose an undue burden. Faculty and administrators in the unit should not have to suspend their regular activities to prepare for an on-site accreditation visit.

A school, college or department of professional education that is accredited by KSBE or NCATE is expected to be dynamic—that is, involved in ongoing planning, evaluation, and improvement. To retain accreditation, units are expected to engage in continuous assessment and development. The unit should ensure that faculty and programs reflect new knowledge, practices, and technologies. Continuous development in response to the evolving world of education and educational reform is expected.

Professional education units that are serious about continuing their professional accreditation are future-oriented. They have a vision that guides their work. They are involved in a process in which faculty and administrators, in collaboration with practitioners, are thinking and talking about the preparation of teachers and other educators. They plan and work toward improving their programs and operations. They collect and analyze data about their effectiveness, and make changes to improve their programs. They are engaged in an ongoing self-study process in which they assess the needs of schools and candidates, identify potential problems and points of vulnerability, and develop strategies for becoming more effective.

Changes may well be in process when an institution is scheduled for an accreditation review. At the time of the visit, it is not unusual for candidates to be entering new or revised programs while others are completing programs being phased out. New programs may have been added and others eliminated since the last visit by an on-site team. These are changes that may have resulted from the unit's ongoing self-study process for improving the preparation of school personnel.

In addition to this handbook, the unit will need NCATE's *Standards, Procedures, and Policies for the Accreditation of Professional Education Units*. This document contains KSBE/NCATE standards as well as policies and procedures for accreditation. A glossary of terms used in the accreditation process can be found at the end of this handbook.

State Partnerships

When NCATE accreditation is sought, NCATE and KSDE conduct joint on-site visits. A protocol for the joint visit is available from both NCATE and KSDE. The protocol is sent to the unit with other materials for planning the on-site review. A unit seeking NCATE accreditation in Kansas should study the protocol to determine when state requirements substitute for NCATE requirements and other details related to the planning and conduct of a joint visit.

The team chair's pre-visit with institutional representatives and a representative from KSDE allows the involved parties to determine how the two teams will work together. Scheduling of interviews, off-site visits, and other details can be clarified at this time.

Characteristics of the Continuing Accreditation Process

In preparation for a continuing accreditation visit, the unit must assemble documentation to support its compliance with KSBE/NCATE standards. The unit is also expected to demonstrate evidence of continuous self-evaluation and improvement. Finally, the unit is expected to have addressed any weaknesses cited as a result of its last accreditation review.

Continuing accreditation requires units to submit annual reports and host an on-site visit every five years. The cycle of continuing accreditation is shown in the figure on the next page and described below:

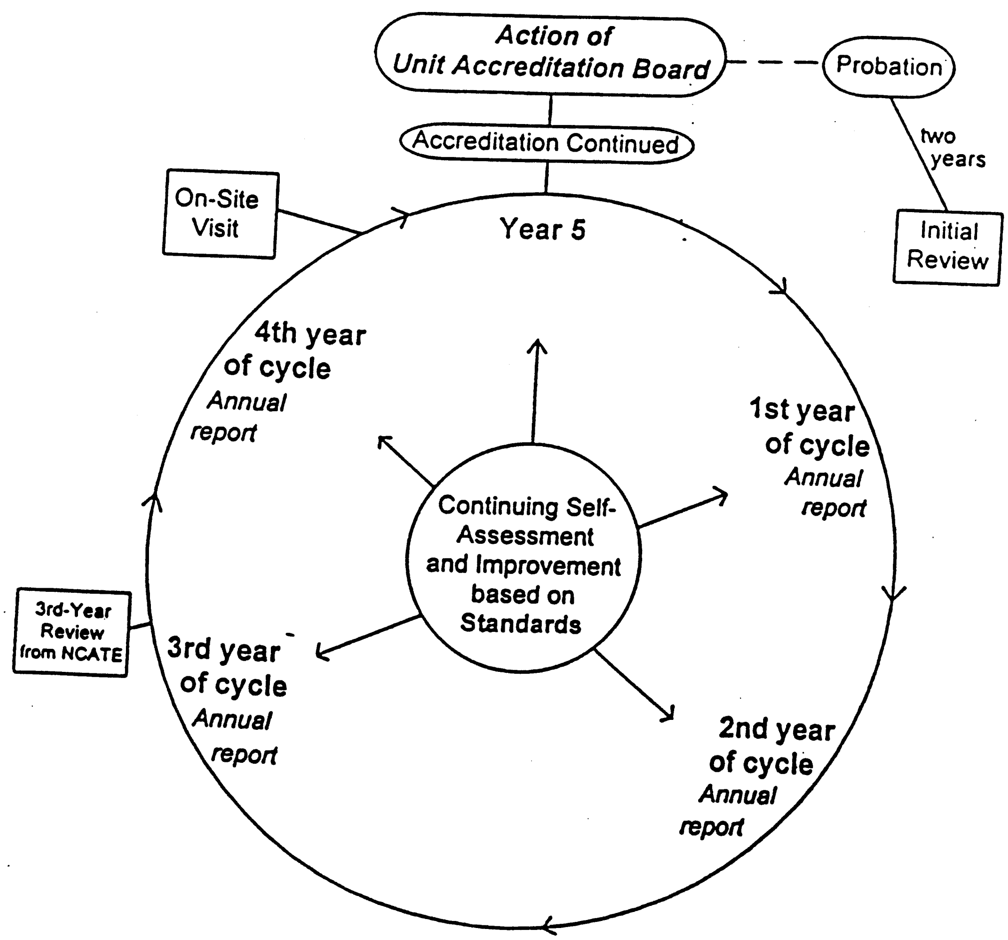
1. **Annually,** the unit completes and submits the joint AACTE/KSDE/NCATE data form. The Kansas portion, and the NCATE portion, requires the unit to report, standard by standard, on changes made and new initiatives taken over the past year and on progress made in correcting weaknesses identified in the last action reports.

2. **Three years after the last visit** the Evaluation Review Committee (ERC) prepares a third year review report and submits it to the institution if the institution is seeking KSBE continuing accreditation only. For NCATE continuing accreditation, a committee of the Unit Accreditation Board (UAB) reviews the annual report data received since the last visit. Where appropriate, each committee prepares a report that outlines any areas of concern that the unit should address by the time of the next visit. This report, called the *third-year review*, is forwarded to the institution to assist it in preparing for the next on-site review by an on-site team.

3. **Five years after the last visit**, a joint team of three to five members or a state team of three to five members conducts an on-site review at the institution. During the visit the team looks for evidence that KSBE/NCATE standards are being met by the unit. In the report of its review, the team (a) describes the status of the unit with illustrations of changes, new initiatives, evaluations, and improvements that have occurred since the previous visit by KSDE/NCATE, (b) determines whether weaknesses from the last action report have been or are being corrected, and (c) identifies new weaknesses if they exist.

If the Kansas State Board of Education, and UAB, decide—based on the team's findings—that continuing accreditation is merited, a new five-year accreditation cycle begins. However, if the KSBE, or UAB, determines on the basis of team findings that serious weaknesses exist, the unit is granted continuing accreditation with probation, and an on-site visit must be scheduled within two years. Following the probation visit, an institution's accreditation may be either continued for another five-year period, continued with a stipulation, or revoked. The continuing review process does not require submission of preconditions.

Five-Year Cycle for Continuing Accreditation



The Professional Education Unit

The KSBE, and NCATE, accreditation process focuses on the ***professional education unit***, which is defined as the administrative body at a college or university that has primary responsibility for the preparation of school personnel. Most institutions identify the unit as the school, college, or department of education. Some identify the unit as a coordinating council or other university- or college-wide governance entity or structure. Other institutions identify the institution itself as the unit.

Most KSBE/NCATE standards begin with the words *"the unit ensures . . ."*. In other words, the unit is expected to coordinate all professional education programs for the initial and continuing preparation of school personnel even though some programs may be located in other administrative units. In many institutions specialty or academic subjects are offered primarily in units other than education (for example, in the College of Arts and Sciences or the School of Agriculture, or Family Sciences). KSBE/NCATE expects the education unit to coordinate these professional education programs and holds the unit accountable for the quality of these programs as well as those offered within the unit itself.

KSBE/NCATE applies the standards to the professional education unit as a whole, and not to specific programs. Units are administrative entities which design, manage, revise, and, from time to time, close programs. KSBE, and NCATE, determine whether units effectively carry out these responsibilities. In writing the continuing accreditation report for the on-site visit, the preparers should focus on the unit and refer to programs to illustrate how the unit carries out its activities.

Although accreditation decisions are based on conditions as they exist at the institution at the time of the on-site review, this factor should not inhibit a unit from implementing new programs or structures in the time period of the review. It is expected that some new policies and practices may be in an early phase of implementation at the time of the visit. For example, a unit may have installed a new governance system with few results available to demonstrate its efficacy. Or a unit may have adopted new models to inform program planning and the evaluation of candidates, but no results of these evaluations have been compiled by the time of the visit. Teams will take into account such innovations even if they have not acquired a track record.

What Is Expected of an Accredited Institution

The professional education unit is expected to regularly engage in self-evaluation to improve its operations and its programs. In this process, the unit should systematically assess how well it continues to meet KSBE/NCATE standards. Ongoing evaluations and the resulting changes serve as the basis of the continuing accreditation report, which is the primary document for the on-site review every five years.

The unit's self-study process should be systematic, and not conducted only to prepare for an on-site visit. Regular evaluation activities should encourage faculty to reflect critically on their own practice, and support ongoing reflection and dialogue about the conceptual framework that guides the preparation of teachers and other school professionals. The unit should assess its strengths and weaknesses in carrying out its responsibilities and improving the quality of its programs. Between on-site reviews, the unit should address the weaknesses cited by the team at the previous review.

Conducting the Continuing Accreditation Visit

The continuing accreditation review is designed to be holistic in nature. The emphasis is on the demonstrated capacity of the unit to produce highly qualified and competent teachers and other professional educators. The unit is expected to be involved in continuous self-assessment and improvement; in fact, the unit may well be in the process of planning and implementing changes during the accreditation review period. In conducting its review, the on-site team must consider not only what exists on campus at the time of the visit, but also the unit's responsiveness to changing needs, as well as its commitment and ability to keep pace with current research and reforms in the field of professional education.

In order to have its accreditation continued, a unit must demonstrate that it continues to meet KSBE/NCATE standards for accreditation. However, the investigation undertaken by teams in a continuing accreditation visit differs from that used in an initial visit. For one, the standards' *categories*, rather than the standards and indicators themselves, are the focus of the review. At the first team meeting, the strengths and areas of concern are identified for each standard within the individual category. (Of course, this list may change over the following two days as a result of interviews and the review of additional documentation.) In-depth review of a standard does not occur unless (a) the standard was not met or cited for weakness in the previous review or (b) evidence suggests that a new weakness related to the standard has emerged.

While each standard focuses on a separate aspect of the unit, many standards encompass common expectations critical to the delivery of quality programs. Concepts and themes that are integrated across standards include technology, diversity, performance assessment, professional community, and intellectual vitality. In the continuing accreditation review, these concepts may help teams think about the unit and standards more holistically. For example, the *conceptual framework*, which is the focus of the first standard, is also an important element of standards on field experiences, instruction, and monitoring progress of candidates. Linkages across standards and standards categories provide an integrated perspective of the unit.

The unit's annual reports, as well as the third-year review of annual reports prepared by KSDE, and NCATE, serve as an important resource for determining (a) changes that have occurred within the unit and institution and (b) progress made toward correcting weaknesses since the previous visit. Annual reports submitted by the unit since its previous on-site visit serve as primary documentation of changes that have occurred within the unit over time and should indicate progress made in correcting any weaknesses cited in that review.

The conduct of a continuing accreditation visit is similar to an initial or probation review of a professional education unit in the length of the visit (i.e., Saturday through Wednesday), the interviews that are conducted, and the exhibit room documentation. However, the team is smaller, with three to five members. As a result, fewer individual and more group interviews may be scheduled. Information team members receive prior to the visit is also different. The institution's continuing report is no longer than 25 pages and is usually accompanied by documentation requested by the team chair.

The documentation available to teams on-site and the interviews conducted during the visit provide the primary evidence for the team report. The 25-page continuing report summarizes major changes that have occurred between visits, but provides limited background descriptions of the unit's current activities as they relate to specific standards. Thus, team members must plan to spend time reviewing documents on-site before beginning interviews on Monday. Most teams spend a large portion of Sunday in the exhibit room; some teams begin reviewing on Saturday. The information gleaned during this period not only helps team members contribute effectively to team discussions, but also allows them to ask questions in interviews that build on the data or validate them. Careful and complete preparation in the exhibit room is reflected in the interview process and assures the institution that the team has done its work and is prepared to perform a careful and thorough review.

Standards

As in the initial accreditation review, KSBE/NCATE standards provide the framework for the assessment performed by the visiting team. The indicators that accompany each standard are designed to be descriptive, and not prescriptive. They delineate factors that would characterize an education unit that meets standards, but they are not standards themselves. It is possible for a unit to meet a standard without addressing all, or any of, the indicators.

For example, Indicator III.C.2 of the 1995 Standards (faculty assignments) includes specific quantitative guides for judging the adequacy of teaching loads and the supervision of student teachers and interns. However, Standard III.C specifies only that faculty policies and assignments make adequate allowances for teaching, scholarship, and services. Therefore, a weakness statement such as *"teaching loads exceed NCATE's requirements of 9 and 12 hours"* is inappropriate because it addresses the indicator, and not the standard itself. An appropriate statement would be *"Excessive teaching loads do not allow faculty adequate time to engage in the scholarly activities expected by the unit."* The explanation of why the team found teaching hours excessive, including the actual teaching hours, should be elaborated in the rationale.

In preparing its report following a continuing accreditation visit, the team provides an overall evaluation of the unit's performance as it relates to each standards category. Although specific standards are not referenced in the narrative portion of the team report for continuing accreditation, the thematic content of the standards forms the basis of the team's assessment of the unit's credibility. Moreover, new or continued weaknesses that may be cited for a unit are referenced to applicable standards.

Documentation

A key to efficient preparation for a visit is the routine maintenance of documents that describe the activities of the unit. Minutes or notes of meetings should be systematically recorded and filed. Syllabi and faculty vitae should be updated on a regular basis. Student records should be up-to-date. Documents that describe the conceptual framework and its undergirding knowledge bases should be kept. Student teaching and internship handbooks, advising documents, and other published materials should be readily available. Agreements with school districts should be developed and regularly updated. (The section on exhibits, beginning on page 88, lists specific types of documentation that should be maintained on a regular basis and made available to teams during the on-site review.)

Some institutions retain the exhibits set up for the initial visit as a permanent record base from which old information is systematically removed and new information added. Others develop systems for ensuring that records in the office of the unit head and in departments or division offices are organized to reflect a record of current activity. Because teams do not have time to search for documents in the offices of individual faculty members, files that are not placed in the exhibit room should be available at a readily accessible location during the visit.

Depending on Multiple Data Sources

Teams depend on multiple data sources in determining strengths and weaknesses that will be cited in their reports. Teams do not depend on a single data source as the determinant factor that is reported in their findings. If an area of concern is identified in an interview, team members systematically seek other data—both written and oral—to refute or confirm the finding.

Annual Reports

The Joint AACTE/NCATE Annual Report form or KSBE Annual Report form is mailed to professional education units in the summer, and must be completed and returned by October 1. KSDE and NCATE rely on these data to help monitor the unit's continuing attention to professional standards. AACTE (American Association of Colleges for Teacher Education) uses them to compile periodic reports on teacher education.

The annual report and its use are monitored by the Evaluation Review Committee, the AACTE Research and Information Committee and NCATE's Unit Accreditation Board. Periodically, these groups may make changes in the report. The current report includes the following three parts:

Part A: Basic institutional and unit information, including the name of the chief executive officer and the unit head, levels of degrees, and type of institution. Most of this information is preprinted on the form and needs only to be checked for accuracy.

Part B: Data on enrollment, number of graduates by program area, student characteristics, faculty, and resources of the unit.

KSDE/NCATE Report: The unit provides a narrative description of changes and new initiatives in its programs and operations during the past academic year. Each year, the unit selects a number of the standards to address in its annual report. By the fifth year, each standard should have been addressed in at least one annual report. In addition, the unit describes its progress toward correcting the weaknesses identified at its previous on-site visit. Institutional responses to the annual reports for KSBE accredited institutions only are reviewed by the Evaluation Review Committee and for KSBE/NCATE institutions by a committee of the Unit Accreditation Board in the third year after an on-site visit to identify any concerns that arise from the reported data as well as provide feedback on the progress being made to correct weaknesses. A report of this review is sent to the institution and is also available to the team that conducts the next on-site review.

The annual reports serve as primary documents for the team at the fifth-year visit. Annual reports submitted since the previous on-site visit provide a history of activities and changes between visits. The annual reports should clearly trace the progress toward correcting the weaknesses cited in the previous on-site review.

The annual report plays a critical role in the KSBE accreditation process, as well as the NCATE accreditation process. It is important that institutions follow directions in preparing their reports, retain a copy of each report submitted, and ensure that information provided in the report is accurate, current, and consistent with data contained in the self-study process submitted for the accreditation review.

Submission of the annual report is a requirement for professional accreditation. KSDE and NCATE will acknowledge the receipt of its part of the annual report and will inform units if the report has not been received.

For joint KSDE/NCATE visits, team members will receive a package that includes the following items related to annual reports:

(1) a copy of each annual report submitted to NCATE since the previous visit,
(2) a trend data report from AACTE in which descriptive and quantitative data have been compiled to show the data reported each year since the previous visit,

(3) a guide for team members to assist them in reading the trend data report,
(4) the third-year review from KSDE, and NCATE, that provides feedback to the unit on its progress toward addressing weaknesses identified as part of the previous visit.

These materials serve as a portfolio of evaluations and changes made by the unit in the period since the last on-site visit. The trend data report may indicate significant cuts or increases in some areas that will require follow-up during the visit.

Budgeting for the Visit

The unit is responsible for hotel and maintenance expenses of the team members. It is expected that units will arrange for payment of the hotel bill so that team members incur minimal out-of-pocket expenses. For joint KSDE/NCATE visits, if it is not possible to make such arrangements, NCATE team members will pay their hotel bill and include the cost on the travel voucher submitted to NCATE. Kansas team members should submit their bills directly to the institution for reimbursement.

Approximately 4-8 weeks before the visit, NCATE sends an invoice for the projected travel cost for NCATE team members. All team members submit their travel vouchers to the NCATE office following the visit. Kansas team members submit their travel vouchers to KSDE.

Other expenses related to the on-site review include production and distribution of the continuing accreditation report and other documents, the pre-visit by the team chair, the Sunday night dinner, refreshments provided for the team members in their work room, overhead such as release time for a coordinator of the review, secretarial support, and costs of gathering data.

"Intent to Proceed" with Continuing Accreditation

Approximately two years before the continuing accreditation review, the institution receives preparatory materials from KSDE and, if appropriate, from NCATE. These materials include forms by which the institution affirms its intention to seek continuing accreditation, this handbook, and other materials for review preparation, including the third-year review of annual reports.

KSDE/NCATE assumes that the professional education unit plans to continue its accreditation unless the institution indicates otherwise. To formalize the institution's intent to seek continuation of its accreditation, the institution is asked to complete the "Intent to Proceed with the Continuing Accreditation Visit" form. The form includes preprinted information generated from KSDE's and NCATE's database, and includes the following information to be reviewed and updated:

1. Name and address of institution
2. Name and address of the professional education unit
3. Name of the chief executive officer of the institution

4. Name of the unit head
5. Name of the coordinator for the on-site visit
6. Level of programs offered
7. Branch campuses
8. Centers with programs for school personnel
9. Off-campus programs for the preparation of school personnel
10. Overseas programs for the preparation of school personnel
11. Consortia arrangement

The intent forms must be signed by both the institution's chief executive officer and the unit head before an on-site review can be scheduled, and must be submitted to KSDE, and NCATE if NCATE continuing accreditation is sought.

The Year Before The Visit

The On-Site Coordinator

As one of the first steps in beginning the preparation for the continuing accreditation review, the education unit should designate an **on-site visit *coordinator*** to administer the accreditation efforts on campus. Although the head of the professional education unit frequently serves as the coordinator for the visit, another faculty member may serve in this capacity. The on-site visit coordinator and the unit head will be the contact persons for KSDE staff, the on-site team chair, NCATE staff and all other individuals involved in the accreditation review.

Selecting a Date for the Review

The continuing accreditation visit is generally scheduled for the same semester five years after the previous KSDE review, or KSDE/NCATE review. The date for KSDE on-site visits is published in the *Teacher Education Newsletter* and in various other State Department of Education publications. The semester and year of the next NCATE on-site reviews are published in *Teacher Preparation: A Guide to Colleges and Universities.* Institutions are expected to maintain the five-year scheduled visit; delays are granted by KSDE staff, and NCATE staff, for good cause. In addition, there are times when KSDE or NCATE may request the delay of a visit.

The unit is asked to submit its preferred visit dates to KSDE at least one year prior to the scheduled on-site review. Because Kansas is a partnership state with NCATE, the unit must have the date approved by KSDE before submitting it to NCATE. A date preference space can be found on the Kansas application form. For NCATE, the dates may be submitted on NCATE's "Date Preference Form" or in a letter from the unit head or her/his designee.

The unit should check the school calendar to make sure students and faculty will be on campus during the visit, and that participating schools (field sites or professional development schools) are also in session. The dates of professional meetings (e.g., AACTE or AERA) that may be attended by a number of faculty also should be checked for conflict. Also, visits should not be scheduled on major religious holidays.

KSDE or KSDE/NCATE visits officially begin on Saturday and adjourn by noon on Wednesday, except under special circumstances that require a longer or shorter visit. Team members like to have access to the exhibit room beginning Saturday afternoon or Sunday morning. The visit coordinator on campus should plan for the team to review the exhibits beginning on Saturday.

Careful planning for the on-site visit usually ensures that the visit operates smoothly and reflects well on the institution and unit. Logistical details should be worked out in consultation with the team chair.

Arranging Logistics

Several months before the scheduled review, logistical arrangements should be made to ensure that the team's visit runs smoothly. Either the on-site coordinator or the team chair may initiate the planning of this step. The following checklist should guide the coordinator in making the necessary arrangements:

- Schedule a pre-visit for the team chair, state consultant, and/or state team chair and co-chair.
- Make hotel/motel arrangements for all team members and KSDE/NCATE representatives. The following suggestions should guide the selection of a hotel and the logistical preparations for the visit.
    - The hotel should be located near the campus in order to minimize travel time.
    - A private single room should be reserved for each team member and state representative.
    - A meeting room where team members may work upon their arrival should be reserved. This room should also be available for the entire length of the visit so that materials may be left there.
    - The team chair should be consulted on how he/she would like the hotel meeting room arranged and supplies that will be needed.
    - Because meals are often used as work sessions, there should be a restaurant in or near the hotel. Except for Sunday night, institutional representatives should not eat meals with team members.
    - Direct billing to the college/university for the hotel should be arranged if at all possible.
- Provide all team members and state representatives with directions to the hotel and campus. Indicate what airport should be used, the best type of ground transportation from the airport to the hotel, the approximate cost of the ground transportation, and approximate travel time from the airport to the hotel. Arrange to pick up team members at the airport or direct them to a cab or limousine.

- Arrange transportation between the hotel and the institution for the duration of the visit. Sometimes the provision of a van or station wagon for the team to use is helpful.
- Set up a workroom for the team. This workroom might double as the exhibit room, but it should not be used for individual or group interviews. The workroom should provide as much privacy as possible. Check with the team chair to determine how he/she would like the room arranged. Also check with the team chair as to supplies that should be available in the campus workroom.
- Set up an exhibit room with materials that the on-site team should review while on campus. All of the items in the exhibit room should be clearly marked and there should be a directory of exhibits listed alphabetically and/or by standard or standard category.
- Pay the invoice from NCATE to cover the projected travel expenses of BOE team members.

Team members should have access to the exhibit room on Saturday and Sunday so that they can begin their data gathering activities. Details for early access to exhibits should be arranged by the team chair and the institution's on-site coordinator or unit head.

- Arrange support services for the team during the visit. This support might include the following:
- Secretarial assistance
- Access to photocopying facilities
- Access to a telephone
- Arrangements for off-campus visits
- Arrangements for observation of professional education classes
- Access to student and faculty records on campus
- Access to samples of student products (e.g., papers, theses, and dissertations)
- In consultation with the team chair, arrange for interviews and off-campus visits as outlined in the template for the visit.
- Prepare nametags for team members so that they can be clearly identified by institutional representatives. (Also consider asking faculty to wear nametags during the visit, particularly in group interview settings.)
- Check with the team chair about arrangements for noon meals. Institutional representatives should not plan to eat meals with the team.
- Provide clear directions and/or escorts to scheduled interviews.
- Plan the Sunday evening dinner (i.e., who should attend and the agenda) with the team chair. If the dinner is not in the hotel, arrange for team travel to the dinner.

Third-Party Testimony

All institutions are required to solicit third-party comment on the quality of their programs as part of the accreditation review process.

The institution, KSDE and NCATE are required to announce the upcoming campus visit approximately six months prior to the scheduled review date. Written testimony is received by KSDE and NCATE up to three months before the visit, and the institution is allowed to respond to any written comments received prior to the on-site review. Third-party testimony and the institutional response, if any, become part of the data that the team considers in deciding whether standards are met.

Institutions should adhere to the following timeline for solicitation of and response to third-party testimony:

> **Six months (one semester) prior to review**. The institution publishes an announcement of the upcoming accreditation review in the local news media of its choice, in which it invites the public to submit written comment to the Kansas State Department of Education c/o Teacher Education section and, if appropriate, to the Board of Examiners, c/o NCATE. The publication(s) chosen should reach the audience that is considered to be the service area of the institution. A sample of a public announcement is included in *NCATE's Standards, Procedures, and Policies for the Accreditation of Professional Education Units.*
>
> **Two-three months prior to review.** Copies of correspondence received by KSDE, and NCATE, are forwarded to the institution for comment, as well as to the team chair for appropriate follow-up during the on-site visit. If the institution chooses to prepare a written response to third-party testimony, it should provide a copy to KSDE, the team chair and NCATE.

Letters of comment and the response of the institution should be considered as part of the data upon which the team bases its judgments. Teams must sort through third-party testimony and seriously consider the comments related to standards. Comments unrelated to standards should not be part of the team's deliberations.

On occasion, third-party comment received may prompt the team chair to schedule interviews, request documentation, and/or visit an off-campus program that might not have otherwise been on the team's review agenda. Any follow-up of claims made by third parties will be conducted at the discretion of the team chair, and will be communicated to the unit head at the beginning of the review.

Appointment of the On-Site Team

Team members receive an availability and conflict of interest form, which includes the institutions to be visited in the following semester and the possible dates of visits. This form also serves as a means for updating names, addresses, telephone numbers, and e-mail addresses. It asks trained evaluators if they are willing to chair a visit during the semester. Periodically, this form asks for additional information (e.g., fluency in languages other than English or one's comfort with the use of new technologies); this information assists the staff in making team assignments.

The availability/conflict of interest form is mailed to potential team members in February for fall visits and June for spring visits, and should be returned to KSDE, and if appropriate to NCATE, within two weeks. Invitations to serve on a team are mailed to members in April/May (for fall visits) and August/September (for spring visits). The invitation to serve on a team is accompanied by a confirmation form that must be completed and returned to KSDE and to NCATE. **For NCATE visits, if a BOE member accepts the invitation to serve on a team and returns the confirmation form to NCATE, he/she will be a member of the team.** If that form is not returned in a timely fashion, another BOE member may be asked to fill the position.

Unless special circumstances dictate differently, a three-to-five-person team conducts the continuing accreditation review. The size of the team depends on a combination of factors, including the number of programs offered on and off campus, the number of students and faculty, and the complexity of the unit and the university. Additional team members may be assigned under the following circumstances:

- The institution has off-campus sites that fall within KSDE's, and NCATE's, scope of review, but are not located within easy driving distance of the campus. The need to visit off-campus sites is determined by the team chair in consultation with appropriate institutional representatives and the KSDE staff and, if appropriate, the NCATE staff.
- If the visit combines a continuing accreditation review at one level with an initial review of the other level, additional team members may be added. Institutional representatives should consult with the KSDE staff, and NCATE staff, to determine the number of team members needed. The total number of team members will not exceed six.
- KSDE staff has responsibility for assigning team members from Kansas, and NCATE assigns BOE members. In most cases a three-member team includes representatives from (a) the organization of teacher education institutions (i.e., AACTE), (b) a teachers' organization (i.e., NEA or AFT), and (c) an organization that represents professional content or policymaker constituencies. Every effort is made to include at least one team member from an institution that is similar in type to the institution being visited.
- The list of team members is sent to the unit approximately four months before the scheduled visit. A team member will be removed from the team at the institution's request only if the unit can document potential conflict of interest as defined on page 76 of this handbook or in NCATE's *Standards, Procedures, and Policies for the Accreditation of Professional Education Units*.

List of Team Members

The team member list includes the addresses, phone numbers, and e-mail addresses for both team members and the contacts at the institution—usually the unit head, coordinator of the visit, and the Kansas consultant, and representatives from Kansas NEA and AFT state affiliates. It also includes (if the visit is to be a joint visit) the names and addresses of NCATE team members. Sometimes the list is incomplete on the first mailing to teams. An updated list is forwarded to team members after additions or changes have been made. *If information on the team list is incorrect, please contact the KSDE and NCATE office immediately.*

Conflicts of Interest

In some situations clear-cut rules for conflict of interest may be difficult to establish. There are many cases where ethical judgments must be made according to the facts of a specific situation. The following guidelines are intended to provide credibility and objectivity by team members in conducting evaluations of professional education units.

Team members should avoid serving on teams for institutions at which they have close personal or professional relationships. Many individuals serving on teams know a large number of professionals throughout the state. The fact that someone is known does not automatically rule out the possibility of serving on a team. The key to this principle is *close personal or professional relationships*. Team members shall avoid serving at institutions if:

1. They hold an earned or honorary degree from the institution.
2. They have significant ties such as being members of a common consortium.
3. There are colleagues with whom they have jointly authored research or literature.
4. They have served on the faculty or staff at the institution
5. A family member is or was employed at the institution.
6. A family member is or was a student at the institution.
7. There is some predisposing factor that could prejudice them with respect to an institution.
8. An individual has served as a consultant or advisor for assisting and preparing for an on-site visit within the past 10 years.

In these cases personal prejudice is sometimes difficult to avoid and bias is often assumed by the institutions being visited.

State Consultants and Representatives

KSDE, as well as NCATE, encourages the involvement of a consultant from the Kansas State Department of Education and representatives from the state National Education Association (NEA) and American Federation of Teachers (AFT) affiliates. The conditions that apply to the assignment of these individuals are outlined in *NCATE's Standards, Procedures, and Policies for the Accreditation of Professional Education Units.*

In most cases, Kansas consultants and representatives are actively involved in the data collecting process. They usually participate in the team meetings to provide clarification of KSDE conditions and policies; they also report the data that they have collected in interviews and reviews of documents. The Kansas NEA and AFT representatives are not voting members of the team. In Kansas, the consultants from KSDE also do not vote. The unit should send the Kansas consultants and representatives the same materials mailed to the other team members. In most cases, the unit also should make hotel reservations for them, but KSDE and the teachers associations are responsible for travel and maintenance expenses of their representatives.

Ethical Guidelines for Institutions

Institutions also have some ethical responsibilities related to the accreditation process. KSDE has established the following guidelines related to the conduct of an on-site visit:

1. Each institution shall facilitate a thorough and objective appraisal of their professional education units and programs by KSDE.

2. Institutions are allowed to challenge team members nominated to serve on teams based a conflict of interest only. The right to challenge cannot be employed as a process for selecting team members holding particular pre-dispositions.

3. Institutional personnel shall refrain from publicly criticizing those individuals participating in the accreditation or program approval process.

4. Institutions shall report any perceived inadequacies of the KSDE procedures or processes at the time of their occurrence, rather than withholding the information until after the Evaluation Review Committee takes action.

The Unit's Continuing Report

The continuing report prepared by the professional education unit should be bound with a **cover sheet**, which shows the name and address of the institution, and a **table of contents**, which indicates the page numbers on which the following sections are located:

1. **Overview of the institution.** This section should clearly state the mission of the institution. It should also describe special characteristics of the institution, branch campuses and the degree of their autonomy, the relationships of non-education programs offered in the unit, and other information that may help the on-site team understand the institution.

2. **Summary of changes and new initiatives for each category of standards.** In this section of the report, the unit should provide a brief summary of the unit's status as it relates to each category of standards. The report should discuss the status of the unit as it pertains to both advanced and initial teacher preparation programs (as applicable). In some cases, this may be accomplished by summarizing the status of the standards within a category. If there has been little need to modify how the unit has addressed a particular standard since the previous visit, simply indicate why there were no or limited changes. By contrast, if there have been changes or important

refinements relevant to a standard, they should be described briefly, including the rationale for the changes, their outcomes, and how they relate to the unit's long-term perspectives and vision. Extensive discussion is not necessary; instead, the team should be referred to documentation that will be available for their review. For example, if the unit has developed a new conceptual framework for advanced programs, a brief overview of why the changes were made and the distinguishing characteristics should be written; the full documentation of the new framework, however, should be available in the exhibit room.

KSBE/NCATE standards are continually refined, updated, and clarified. Thus, the unit will likely be addressing a different set of standards in preparation for its continuing accreditation review than the standards applied at its previous visit. For example, the 1994 refinement of the standards added two new standards (I.E on integrative studies and I.F on advanced preparation). Standards I.B through I.E are applied only to the initial teacher preparation programs and emphasize student outcomes as well as program characteristics. Standards on faculty, instruction, and field experiences are more qualitative than before. Technology and diversity are integrated across the standards categories.

3. **Future directions.** This section should describe how the unit expects to develop and improve its programs in professional education during the next five years. The description may be a summary of its vision for the future or its formal academic plan.

The report may not exceed 25 pages in length. The weaknesses identified in the KSDE action report, and NCATE action report, that followed the previous visit should ***not*** be addressed in the continuing accreditation report except as they relate to major changes made and new initiatives undertaken. Team members will rely on the annual reports, the third-year review, supporting documentation, and interviews to determine whether adequate progress has been made toward removing weaknesses cited previously.

Other Documentation for the Visit

In addition to the continuing accreditation report, team members find it helpful to receive other published documents that describe the unit and its programs. Examples of documents that should be sent to team members with the report are:

- College/university catalog(s)
- Teacher education handbook
- Student teacher or internship handbook
- Brochure or other document that describes the knowledge bases/conceptual framework

The visit coordinator or unit head should confer with the team chair to determine the supplementary documents to be sent to team members before the visit. Extensive appendices should not accompany the continuing accreditation report.

It is helpful if a list of the documentation that will be available for the team to review on-site is also sent to the team. Documents should be keyed at least to the categories of standards, if not the standards themselves. In addition documents that in the institution's judgment are the most critical materials for the team to review should be highlighted. If documentation is located somewhere other than the exhibit room, the list should indicate where to find it.

Two months prior to the scheduled visit, two copies of the continuing accreditation report, campus catalogs, and supplementary materials must be submitted to the KSDE office and to the NCATE office. The institution is responsible for sending one copy of the documentation to each member of the team and each state consultant/representative. ***Incomplete, ambiguous, or apparently inaccurate reports may be returned to an institution and could prevent a visit from occurring on schedule.***

Previous Accreditation Action Report

The action report from the previous on-site visit shows the standards that were not met and the weaknesses cited for both the unmet and met standards. In its annual reports the unit should have been reporting on the progress made toward eliminating these weaknesses. If an action report contains a stipulation to accreditation, the on-site team can assume that the unmet standards referred to by the stipulation have been addressed by the unit. (Stipulations to accreditation must be addressed within 18 months of their placement, and are removed by action of the ERC, and, if appropriate, the UAB, if submitted documentation adequately addresses the critical problems cited by the stipulation.)

Summary of Folio Reviews and/or State Findings on Programs

Teams are not required to conduct in-depth reviews of each program offered by the institution for the initial and continuing preparation of school personnel. Instead, they should depend on program reviews conducted by Kansas, national professional associations that have NCATE-approved guidelines, and other national accrediting agencies. Data from these three sources are used by teams in making decisions related to standards on conceptual framework, general studies, content studies, professional and pedagogical studies, integrative studies, and advanced studies. The reports from these groups also often include helpful information on field experiences, candidates, and faculty in each program. However, on-site teams may need to follow up on the concerns raised by programs that have not met state and/or national standards.

In Kansas, teams rely on the program reviews by trained folio teams to provide information on the quality of programs. On-site teams should seek information on programs from the Kansas consultant. The state conducts a paper review of programs prior to the visit in a process similar to NCATE's own folio reviews. These program reviews should be available to the team before the visit or during the on-site visit. Although Kansas institutions are not required to submit curriculum folios to NCATE, some institutions do voluntarily submit folios for one or more programs. In these cases, a summary of the findings is prepared for each program reviewed by a professional association (e.g., National Council of Teachers of Mathematics and National Association of School Psychologists).The program folios, critiques by the professional associations, and any rejoinders should be available in the exhibit room during the visit.

If a program meets national standards, a full curriculum folio normally is resubmitted every 10 years. Approximately a year before the five-year visit, the institution must submit an interim report for each program that had met guidelines in the previous review. Beginning with visits in Fall 1997, the reports of these interim reviews should also be available to teams in the exhibit room. (Information on folios is presented in greater detail in the *Institutional Handbook for Program Approval.*)

Another source of information on some programs is the review by another national accrediting agency. Programs in counseling, speech and hearing, music, art, theater, dance, library science, business, and family and consumer sciences may be accredited by a national organization approved by NCATE (see footnote on page 34). Accreditation by one of these groups should be viewed by teams as a sign of quality in the content area. Accreditation reports and actions should be in the exhibit room.

The Pre-Visit

One of the responsibilities of team chairs is to conduct a pre-visit to the institution to plan the on-site visit. In Kansas the pre-visit should include the state team co-chair and state consultant who represents KSDE. If a joint KSDE/NCATE visit, the NCATE chair and the state co-chair are present at the pre-visit. The pre-visit should include the unit head and the unit's coordinator of the visit. The unit should coordinate the schedule and agenda for the meeting with the team chair, the state consultant, and/or state team chair or co-chair. The pre-visits occurs approximately two months before the actual visit.

The team chair should receive the institution's continuing report and college catalogs before the pre-visit so he or she can provide the most help to the unit as it finalizes preparations for the visit. The following items should be discussed during this meeting:

- the nature of continuing accreditation and KSDE's and NCATE's expectations;
- roles of team members, Kansas consultant, Kansas NEA and AFT representatives, and key institutional representatives;
- organization and contents of the exhibit room;
- interviews, class observations, school visits, and off-campus visits to be scheduled;
- template for the conduct of the visit, including the organization of the Sunday dinner meeting with institutional representatives and the exit conference;

- supplementary materials to be sent to the team before the visit; and
- logistical arrangements for travel, hotel requirements, meals and refreshments, and the team workroom on campus.

During the pre-visit, the team chair should meet with the president and/or provost to provide an overview of the visit, describe the continuing review process, answer questions, and ascertain his/her expectations for the visit. This meeting provides the opportunity to make institutional administrators aware of the information that will be gathered and discussed during the visit, the exit conference, and the team's report.

Logistics for the visit and team accommodations should be finalized during the pre-visit. The organization of the exhibit room, setup of interviews, and arrangements for visits to field sites should also be discussed. It is appropriate to ask the unit to provide refreshments for team members during their working sessions. Offers of gifts for team members should be declined.

Table 1 below indicates areas that should be covered by the team chair during a pre-visit.

TABLE 1
Agenda Items for the Team Chair's Pre-Visit

Roles of Individuals Involved in the Visit

Board of Examiners team members
State consultant (i.e., representative of the State Department of Education or State Professional Standards Board)
State team members if a joint or concurrent state/NCATE visit
NEA and/or state affiliate representatives
Head of the professional education unit and the institution's NCATE coordinator
Chief executive officer and academic officer of the institution
Other key institutional representatives

Interviews

Key faculty, administrators, and other individuals identified by the institution
Students (both in organized group settings and in informal settings such as in hallways, student lounges, student union, etc.)
Field supervisors of student teaching and internships
Principals, school personnel directors, teachers, and other practitioners from area schools (both in group settings and on visits to field sites)
Faculty and administrators form the professional education unit and other institutional units
Members of committees and policy groups as outlined in the template for the visit
Recent graduates
Observations of classes and field site visits

Exhibit Room

Location and organization of exhibits
Critical contents of exhibits
List of all exhibits to be available to team members
Team access on Saturday and Sunday

Sunday Dinner

Who should attend
Institution's presentation (usually scheduled at this time, but could be scheduled for another time)
Location of dinner

Hotel/Motel Arrangements

Location in relationship to campus
Private rooms for team members and state representatives
Meeting room (with appropriate lighting) for team work sessions on Saturday through Wednesday
Computers, printers, clerical supplies, copying facilities, and other equipment for use by the team
Payment of hotel expenses (direct billing to the institution or other means)

Travel Arrangements

Nearest airport and group transportation
Arrangements to contact team members about travel and hotel logistics
Travel between the hotel and campus
Travel to field sites or technological contact with field sites (e.g., video conferencing)

Meals and Refreshments

Recommendations for local restaurants for evening meals
Arrangements for Monday and Tuesday lunches on campus
Refreshments available in the team workroom on campus and in the hotel

Preparation for the Visit

Institutional representatives expect team members to have conducted a careful examination of the continuing report and other information sent to them before the visit. Institutions also expect a team's thorough review of documents in the exhibit room after they arrive on campus and before they begin interviewing. To assist teams in being well prepared before the visit, a number of documents are compiled and forwarded to them several months before the visit.

Conduct of the On-Site Review

The continuing accreditation visit differs from the initial visit. During the initial accreditation visit, teams sought evidence to determine whether the KSBE/NCATE standards were met. During the continuing accreditation visit, teams are looking for evidence that the unit and its programs are current and dynamic, and that they are maintaining a level of quality worthy of professional accreditation.

During the visit, teams look for answers to the following questions related to categories of standards:

1. What has been happening in the unit to assure that KSBE/NCATE standards continue to be met?
2. What processes are being used by the unit to evaluate its performance related to the standards?
3. How have the results of evaluations been used to guide the improvement of practice within the unit?
4. To what extent has there been improvement or erosion of the unit's performance related to the standards?
5. Why have changes occurred since the previous visit?
6. How is the unit assessing the performance of its candidates in classroom and school settings?

In addition, teams determine whether the weaknesses cited at the previous on-site review have been corrected or are being corrected. The responses on the annual reports and third-year reports are validated during the on-site visit.

Team Package from KSDE/NCATE

Thirty days before the visit, team members will receive from KSDE a set of materials for the visit with a set of directions about procedures to follow prior to arriving at the institution. For joint KSDE/NCATE visits team members will receive from NCATE a package of materials for the visit two to four months prior to the visit. These packages are usually mailed in December/January for spring visits and July/August for fall visits.

Hospitality

The only social event that should be scheduled for the team and state representatives is the Sunday night dinner during which appropriate representatives from the institution and unit have the opportunity to meet the team. Teams usually schedule working dinners at the hotel or a nearby restaurant on Monday and Tuesday evenings.

Although it is desirable to ensure comfortable accommodations for team members, **gifts to team members during or after the visit are not appropriate. Any items provided to team members that could be perceived as an attempt to gain favor should be avoided.**

Template for the Continuing Accreditation Visit

During the on-site review, team members interview selected faculty, administrators, students, cooperating teachers, principals, alumni, and other members of the professional community. Key documentation is reviewed and field sites are visited as appropriate. Team members also observe selected classes that are in session during the visit.

For continuing visits, few individual interviews are scheduled for Monday morning. Instead, group interviews are usually conducted early in the visit and are followed up with individual interviews. The team chair should meet with the unit head or on-site coordinator at a set time on Monday and Tuesday to request information that cannot be located by the team; on the template, this meeting is scheduled for early Monday and Tuesday mornings and again each afternoon.

In the conduct of the on-site review, team members use the following template to guide their activities. The template for the continuing accreditation visit is very similar to that for the initial visit in that many of the same types of individuals are interviewed. The selection of interviewees depends, in great part, on who can validate information in the continuing accreditation report and annual reports, as well as any claims made in third-party testimony received.

The unit may identify key individuals to be interviewed by the team. The team chair has the option to modify the template based on the availability of interviewees and the necessity to accommodate a joint KSDE/NCATE review. Both the institutional representatives and team chair should refer to the template in making arrangements for interviews, class observations, and field-site visits.

Board of Examiners "Update"

This publication has been designed to share the actions of the Unit Accreditation Board and refinements of NCATE's review process with Board of Examiners members. It is produced on a regular basis—usually prior to the initiation of on-site visits in the fall and spring. If it is a joint visit, issues and changes reported in this update and other NCATE newsletters should be reviewed by team members during their first team meeting.

Saturday Arrival

All team members are expected to arrive on Saturday for the continuing accreditation visit. Because the institution's continuing report is only 25 pages long, it cannot provide the background detail on the unit and its programs that is usually presented in the institutional report for an initial visit. Therefore, teams must rely heavily on the documentation in the exhibit room for this information. A thorough review of documents in the exhibit room on Saturday and/or Sunday is expected.

Sunday Morning/Afternoon — **Review of Documents in the Exhibit Room**
Orientation Meeting for the Team

The chair:

a. reminds the team and observers of the confidentiality of their work;
b. provides the opportunity for an orientation to the state process if the visit is being conducted jointly or concurrently with a state team (usually facilitated by the state consultant);

c. discusses the format, content, and writing style of the team report, and makes assignments for writing sections of the report;
d. outlines plans for systematic collection and recording of data;
e. discusses the relationship of the current standards to the standards used for the institution's previous visit;
f. reviews any third-party testimony received, as well as any institutional response, to determine if follow-up is needed;
g. reviews the "Summary of Program Folio Reviews" (if applicable) and the trend data from Form B of the annual report to determine needed follow-up;
h. reviews weaknesses from the previous action reports and the third-year review to determine weaknesses that appear to be addressed adequately and those for which additional validation or follow-up is needed
i. identifies areas of concern related to standards for which further investigation is needed.
j. reviews the purposes of continuing accreditation and the "Basic Principles and Assumptions for Continuing Accreditation Reviews" (on pages. 51-52 of the 1994 *Handbook for Board of Examiners Teams);*

And if a KSDE/NCATE joint visit:

k. reviews issues and recommendations from the most recent "BOE Update," *NCATE Reporter* and other correspondence received from NCATE.

6:30 - 8:00 pm Working Dinner

Attendance is limited to the on-site team, observers, unit head, institution's on-site coordinator, Kansas consultant, and two or three key individuals selected by the unit head (e.g., the president/chancellor and/or the provost or vice president for academic affairs, other faculty members). However, the number of university personnel invited to the dinner should not exceed the number of team members. This dinner should be held in a private dining room at the hotel or a nearby restaurant. Following introductions, the following activities should occur:

a. Institutional presentation on the unit and its overall operation. This presentation should be no longer than 30 minutes plus time for questions from team members. (The team chair and institutional representatives may decide to schedule this presentation for earlier Sunday. It could be an oral or multimedia presentation, or developed as a poster session in which team members move from program to program to learn about the unit.)
b. Team presentation of an overview of the visit with an emphasis on the expectations of continuing accreditation.
c. Additional scheduling or information planning as needed.
d. Explanation of the purpose of the exit conference, as well as identification of its time, location, and participants.

8:00 - 10:00 pm   Board Work Session

The team:

a. reviews plans for carrying out assignments on Monday;
b. identifies documents and/or other forms of evidence not yet located that should be requested from the unit head or coordinator; and
c. continues discussions about weaknesses and any concerns related to the viability of continuing accreditation.

Monday

8:00 - 9:00 am   Team Chair Interview/Meeting with the Head of the Professional Education Unit

8:30 - 12:00 noon   Group Interviews with:

- academic administrators such as the provost/vice president for academic affairs, deans of academic support areas (e.g., arts and sciences), and graduate dean;
- heads of departments that provide services to professional education (e.g., English, biology);
- department chairs or heads of program areas (e.g., elementary education, curriculum and instruction, special education);
- curriculum committee;
- graduate studies committee;
- faculty council or teacher education committee;
- faculty committees that have worked on aspects of curriculum development; and
- open meeting with interested parties (university or community at large).

12:00 - 1:30 pm   Lunch and Team Meeting

1:30 - 3:00 pm   Individual Interviews with:

- the chief executive officer (i.e. president or chancellor);
- the chief academic officer at the institution;
- the director of clinical/laboratory experiences;
- the person in charge of admission to the unit;
- counselors and advisors to education candidates;
- selected faculty and administrators; and
- affirmative action officer.

3:00 - 5:00 pm Observations of Classes and Group Interviews with:

- cooperating teachers and administrators;
- student teachers;
- graduate and undergraduate students in professional education;
- recent graduates of professional education programs; and
- leaders of student organizations in education.

The team chair checks with team members periodically about the status of their data collection activities to determine what information cannot be found. The chair asks the institution's on-site coordinator and/or unit head for documentation that cannot be located by the team.

5:00 - 7:00 pm Dinner and Team Meeting

7:00 - 8:30 pm Observations of Evening Classes and Interviews with Students (if necessary)

8:30 - 10:00 pm Team Meeting at the Hotel

The team reviews the day's activities and discusses:

a. whether previous weaknesses have been corrected;
b. remaining areas of concern related to standards;
c. follow-up needed on Tuesday, and
d. documents and/or other forms of evidence not yet located that should be requested from the unit head or coordinator.

8:30 - 9:00 am Team Chair Meets with the Head of the Professional Education Unit

9:00 - 11:00 am Visits to Field Sites, Observations of Classes, and Interviews as Needed with:

- Selected faculty and administrators
- Head of the professional education unit
- Dean of Arts and Sciences
- On-site coordinator

11:00 - 12:00 noon Open Meeting with Faculty

(NOTE: This meeting should not include administrators.)

12:00 - 1:30 pm ***Lunch and Team Meeting***

1:30 - 3:30 pm ***Group Interviews with:***

- the major university policy committee (e.g., academic council or academic senate);

- recent graduates who work in the geographic area;
- graduate and undergraduate students in professional education;
- cooperating teachers and administrators in the school sites visited;
- student teachers and other interns in the school sites visited;
- others identified by the team; and
- open meeting with interested parties (university or community at large).

The team chair checks with team members periodically to determine what information cannot be found. The chair asks the institution's on-site coordinator and/or unit head for documentation that cannot be located by the team.

3:30 - 5:00 pm Follow-up Interviews with Individuals as Appropriate

5:00 - 9:00 pm Dinner and Team Work Session

Team members determine (1) weaknesses that remain from the previous visit and any new weaknesses, and (2) characteristics—including strengths, critical deficiencies, and exemplary practices—that should be described in the rationale statements for each of the four standards categories. Team members continue to take notes during the team's discussions for inclusion in the team report.

9:00 pm Writing of team Draft Report

Individual board members complete their assigned section of the team report.

Wednesday

Prior to 9:30 am Completion of the First Draft of the Team Report

Individual team members complete the initial writing for their assigned standards categories. (Teams are encouraged to have these written responses copied for all team members to review at the 9:30 am work session.)

9:30 - 11:30 am Board Work Session

At this board work session the following activities occur:

a. Each board member shares the written rationales and weaknesses for his/her assignment to the full team for approval.
b. Any exemplary practices related to professional education are determined by the team and added to the appropriate section of the team report.
c. Each board member revises his/her section of the report to reflect the comments of the team and submits it to the chair before departing for home.
d. The chair reminds board members that their work of the past four days must remain confidential by referring to the confidentiality statement read on Sunday.

Exit Interview

Late Wednesday morning, the team chair, the state co-chair and state consultant meet with the unit head and the on-site coordinator to summarize the team's findings. The president/chancellor and vice president/provost may attend this exit conference as well. The team chair should emphasize that the team's report will be reviewed by the Evaluation Review Committee (ERC) followed by a recommendation to the Kansas State Board of Education. The Kansas State Board of Education has the responsibility for deciding on state continuing accreditation. For NCATE continuing accreditation, the UAB has the responsibility for deciding to continue NCATE accreditation on schedule or to continue accreditation with probation, with another visit scheduled in two years.

In the exit conference the team chair reiterates the purpose of continuing accreditation and the expectation that the unit and its programs remain current, continuously assess themselves, and improve over time. ***The team chair should report the team's findings, including an oral summary of the weaknesses that will be cited in the final report. This summary must be supported by the final written report.***

The summary of team findings at the exit conference must be consistent with the written report received by the institution. The team chair should indicate that the unit head will receive a copy of the final draft of the team report to check for factual errors. The team chair should remind institutional representatives that KSDE and NCATE procedures allow them to rejoin the team report. The unit's rejoinder can influence the final recommendation of the ERC and the final decision of the UAB. If an institution agrees with the report and chooses not to rejoin, a letter must be submitted to KSDE, and to NCATE, stating the institution's agreement with the finding in the report.

12:00 noon Departure of Team Members

Within 30 Days Of The Visit

After the visit is completed, the team chair edits the team's worksheets, compiles a draft of the report, and sends copies of the draft to each team member and to the KSDE office, or NCATE office if a joint visit, for editing. Recommendations from team members, KSDE staff edits or NCATE staff edits are incorporated into the final draft report.

Once the draft report is finalized, the chair sends one copy of the final draft to the unit head, who should review it for *factual errors only* and communicate any recommended changes to the team chair. At the chair's discretion, corrections thus identified will be incorporated into the final team report.

Within 30 days of the visit, one copy of the final report is submitted to KSDE, and if appropriate to NCATE, by the team chair. KSDE will duplicate the report according to a standard format and send copies to the unit head. If it is a joint

KSDE/NCATE visit, NCATE will duplicate the report and send two copies to the unit head and copies to the state agency, as appropriate.

Within 30 Days Of Receipt Of Report

The unit head must acknowledge receipt of the report and has the opportunity to rejoin it. The rejoinder must be received by KSDE, and by NCATE if appropriate, 30 days after the receipt of the team report. ERC will review the rejoinder along with other appropriate documents and make an initial recommendation regarding accreditation status. The institution can appeal this recommendation. The Kansas State Board of Education will determine the state accreditation status when it receives the final recommendation from ERC. The Unit Accreditation Board will determine the NCATE accreditation status of the unit at the next meeting after receipt of the institutional rejoinder (usually in the semester following the on-site visit).

Components of the Team Review

Interviews

Most of a team's time on Monday and Tuesday of the visit is spent interviewing individuals and groups. The types of people and groups with whom the team should meet are outlined in the template. However, the individuals to be interviewed may vary from campus to campus depending on the weaknesses cited in the previous visit, new initiatives undertaken in the intervening years, and/or concerns identified by third-party testimony. Interviews focus on activities since the previous on-site visit that show operations and programs have been evaluated and continue to improve.

Key interviews should be arranged by the team chair during the pre-visit. Team chairs should ask the unit head and on-site coordinator for the names of individuals whom they think must be interviewed by the team, and the team should make every effort to interview all of these individuals. In addition, teams select a sample of other interviewees to provide a holistic picture of activities related to the preparation of school personnel. Team members should ensure that all scheduled interviews take place, even though they think that they already have the necessary data to make a decision. Refer to the section on interviews in the first part of this handbook for additional information.

A three-member team will not have the opportunity to interview all faculty members and administrators in the professional education unit and other units that support professional education. Whom the team decides to interview depends, in great part, on the information provided in the continuing accreditation report and the weaknesses cited as a result of the last on-site review. The team interviews individuals to validate information in the report. Other interviewees are selected to provide additional data as needed. If there are key individuals who can provide information or a perspective on unit activities, the institutional representative should inform the team chair so that appropriate interviews may be scheduled.

In addition to interviewing faculty, staff, and administrators on campus, the team talks with candidates, cooperating teachers, principals, and others members of the professional education community. Arrangements should be made for the team to interview groups of these individuals, who should include a cross-section of the targeted population. If many of the professional education courses are taught in the evening, team members will want to interview those students as well. The team chair decides how these interview sessions should be organized. The number of persons participating in a group interview should be limited in order to allow everyone the opportunity to participate. Group interviews usually are scheduled for 45 to 60 minutes.

In addition, team members may also interview candidates and faculty whom they meet in the hallways, lounges, or the cafeteria. Follow-up interviews with individuals from group discussions are often scheduled by team members.

Team members should interview school personnel who are involved with the unit as employers, student teacher or internship supervisors, members of a professional development school team, participants in joint research sites, recipients of inservice by the unit, advisory board members, or former students. These interviews often are conducted in the participating schools. Team members usually plan to visit two to four schools to which student teachers have been assigned and with whom collaborative efforts toward improving education have been initiated. In some cases, school personnel may come to campus to meet with the team, or the team may choose to conduct telephone or interactive video interviews with administrators, cooperating teachers, and student teachers rather than going to the schools. It is helpful to the team chair if the on-site coordinator on campus provides a list of schools in which student teachers are placed as well as information about the number of student teachers placed in the school, the diversity of the student body, and the distance from campus. The team chair selects schools to visit from this list.

Team members also are required to observe a sample of professional education classes. The team decides which classes to visit. The on-site coordinator should prepare faculty to expect visitors if their class is scheduled for Monday or Tuesday of the visit. If there are special circumstances that would preclude these observations, the team chair should be so informed.

Visits to Off-Campus Programs for Continuing Accreditation

All off-campus sites within and outside of the United States that prepare professional educators for school settings from preschool through 12th grade must be included in the review of the institution's professional education unit. All off-campus sites, including those located outside of the United States, must be identified by the unit when it files the "Intent to Proceed with the Continuing Accreditation Review." The scope and enrollment of the unit's off-campus sites must be described in the continuing accreditation report or documentation available in the exhibit room. The institution is responsible for covering the travel and maintenance expenses incurred by team members in the conduct of off-campus visits.

Team members must be convinced that ***all*** off-campus programs administered by the unit meet KSBE/NCATE standards. This may require visits to some or all sites, telephone or teleconference interviews, and/or on-campus interviews with participating faculty and candidates. Documentation in the exhibit room should be inclusive of candidates, graduates and programs of all off-campus sites. If the off-campus sites are not within easy driving distance of the parent institution, representatives of the team may be asked to conduct on-site visits to them prior to the scheduled visit to the campus. On-site reviews to non-U.S. sites may be required if the program is comprehensive and/or large. The necessity for on-site reviews by team members is determined by the KSDE staff, and NCATE, staff in consultation with the unit and team chair. If the unit includes several off-campus and/or overseas sites, the number of team members may be increased to provide time for adequate data collection and team deliberations.

Teams must decide how to perform an adequate review of field sites. If a previously cited weakness was related to field experiences, a sample of field sites should be visited during the five-year continuing visit. If the unit has professional development schools, some of them should be visited as well. The team could conduct interviews with field supervisors, student teachers, and principals though the use of technology (e.g., phone calls or two-way video). Arrangements to conduct such interviews should be made during the pre-visit. See the section on visits to field sites in the first part of this handbook for additional information.

Off-campus sites are expected to maintain the same level of quality as programs on campus. If standards are not followed at off-campus sites, overall decisions about whether or not continuing accreditation is viable are adversely affected.

Teams will consider the following questions in their assessment of off-campus programs:

1. What is the institution's commitment to the off-campus programs?
2. Why does the institution offer off-campus programs?
3. What is the degree to which regular campus faculty are used to deliver the programs?
4. What are the qualifications of adjunct faculty?
5. Is the curriculum an extension of what is offered on-campus, or is it different?
6. What are the differences in the delivery of on- and off-campus programs, and are those differences appropriate?
7. Are admissions requirements the same or different to off-campus programs, and are those differences appropriate?
8. How many students are enrolled in each off-campus program?
9. How are off-campus programs financed? administered?

Distance learning programs that are offered by the unit must also meet KSDE/NCATE standards, and may require the special attention of the team. It will be important for the on-site team to interview the program administrator, candidates, and faculty; review documentation such as syllabi, program design, and the conceptual framework; and examine the technology that is used to conduct the program. Standards pertaining to field experience and candidate support and evaluation may require particular examination in evaluating distance learning programs.

The Exhibit Room

The unit should gather as much supporting documentation as possible in a single location, which is referred to as the exhibit room. However, team members can review records in other locations that are easily accessible. The exhibit room should contain the documentation that supports the continuing accreditation report, removal of previous weaknesses, and the continuing viability of accreditation. If activities of the unit have been systematically recorded and filed between on-site visits, the exhibits for a visit should be easily retrievable and organized for use by the team.

All of the documents in the exhibit room should be clearly marked to correspond to a specific category of standards. When appropriate, file folders may be labeled or color-coded by specific standards. Exhibits that document that previous weaknesses have been addressed adequately should be clearly marked to facilitate the work of the team.

KSDE, and NCATE, are willing to cooperate with institutions that would like to test new technologies for presenting data. A unit willing to test advanced technological approaches to the presentation and collection of data should contact KSDE and NCATE with a proposal.

The following resources are representative of those examined by the team to help determine whether continuing accreditation is warranted. Additional items may be requested by the team chair prior to and during the on-site review. Units should review the standards and determine the documentation that would be useful to the team in determining that standards continue to be adequately addressed.

General

- Institutional report, team report, and institutional rejoinder from the previous on-site review
- All AACTE/NCATE/KSDE annual reports submitted since the last on-site review
- Institutional reports and findings of other national accreditation associations related to the preparation of education professionals (e.g., NASM, APA, CACREP)[1]

---

[1] Accrediting agencies accepted by NCATE that accredit specialty areas within professional education include the National Association of Schools of Music (NASM), National Association of School and Design (NASAD), Council for Accreditation of Counseling and Related Educational Program (CACREP), American Library Association (ALA), American Psychological Association (APA), Assembly of Collegiate Schools of business (AACSB), American Association of Family and Consumer

- Most recent report prepared for state program approval and the state's findings. If the visit is being conducted jointly with the state, the teams will share findings during the visit

Standards on Curriculum, Instruction, and Field Experiences

- Conceptual framework documents
- Course syllabi for all professional education courses (Syllabi for content courses are usually reviewed as part of the folio review, but not the unit review.)
- Catalogs and other printed documents describing general education, specialty/content studies, and professional studies
- Curriculum folios submitted for continuing accreditation, critiques from specialty groups, and the institutional rejoinders to the critiques
- Agenda, lists of participants, and products of meetings, workshops, and/or training sessions related to curriculum
- Unit and program evaluations conducted since the previous visit, that include a description of the process, findings, and changes that resulted
- Student evaluations, including student teaching and internship performance
- Schedule of classes offered in professional education
- Description of committees and or task forces involved in curriculum development and implementation and their minutes
- Records of collaboration with arts and sciences faculty and practitioners
- Samples of student work from basic teacher preparation and advanced programs (e.g., portfolios, theses, dissertations, research projects)
- Follow-up studies of graduates conducted since the previous on-site review
- Student teaching/internship handbook(s)
- Faculty and student handbooks
- Policies and practices related to field experiences, student teaching, and other internships
- Descriptions of pre-student teaching field and clinical experiences
- Written agreements with local schools for selection of field site supervisors, student teaching/intern placement, and collaborative research projects
- Student teaching placement records
- Description of sites for field-based experiences, including the student diversity in those sites

Standards on Candidates

- Policies, criteria, and student records related to admission and retention
- Policies and other written documentation related to advising and monitoring procedures

---

Sciences (AAFCS), National Association of Schools of Dance (NASD), and the National Association of Schools of Theatre (NAST).

- Student advisee folders
- Transcripts for current candidates and recent graduates
- Plans, activities, and results related to recruitment of a diverse student body
- Records of scholarships provided to candidates
- Diversity of candidates in basic teacher preparation and advanced programs (both enrollment and completion)
- Diversity of geographic area served by the college or university
- Candidate competencies expected upon completion of programs
- Assessment plans and sample assessment measures used to ensure that candidates are ready to enter the profession
- Record of performance assessments of candidate progress and summary of results
- Data on performance of graduates

Standards on Faculty

- Summaries of faculty vitae that include information on the following:
    1. Academic degrees
    2. Professional experience
    3. Teaching and administrative load for at least the past two semesters
    4. Current professional and academic association memberships
    5. Current professional assignments and activities
    6. Publications (most recent and/or important)
    7. Papers presented (most recent and/or important)
    8. Other scholarly activity (most recent and/or important)
- Qualifications of cooperating teachers and college/university supervisors
- Plans, activities, and results of recruitment of diverse faculty
- Faculty handbook and/or contracts
- Policies for faculty evaluation and related instruments
- Salary, tenure, and promotion processes
- Unit's plan for comprehensive faculty development
- Samples of development plans for individual faculty
- Records of faculty collaboration and involvement with schools and P-12 practitioners
- Faculty/staff directory
- Faculty loads for advising, teaching, and supervising internships
- Records of faculty involvement in associations and other professional activities
- Samples of faculty publications and other scholarly activities
- Records of meetings, workshops, and/or training sessions for cooperating teachers and intern supervisors

Standards on the Unit and Governance

- Mission statement of the institution and unit
- Policies on governance and operations of the unit
- Description of the unit, including organizational charts
- Minutes and membership of advisory, policy, and governing groups that impact on professional education
- Fiscal records and budgets for the unit and comparable units; these should include funds for faculty development, facilities, salary, and non-salary budgets
- Planning documents, including long-range plans
- Policies, practices, and budget/expenditures related to acquisitions for the library, media resources, and technology
- Non-discriminatory policies and practices
- Due process policies and practices

Team members have found it very helpful to have a list of all the exhibits and an indication of where to find them in the exhibit room or other location. The organization of the exhibit room should be discussed with the team chair.

The Team Report

The team chair is charged with compiling and editing the team report, which should be written in draft form before the team departs on Wednesday. The process for finalizing the report includes the opportunity for (1) team members, KSDE staff, and NCATE staff, to edit the report and (2) the unit to correct factual errors. The format for the report is presented on page 87. Detailed recommendations for preparing each section of the team report are described below.

PART I: Introduction. This section should provide an overview of the institution, including type (i.e. state, religious affiliation), mission, population served, approximate enrollment, and noteworthy changes since the last visit. The introduction should also indicate whether the visit was a joint or concurrent visit with a state team, what types of programs are offered, and a description of any off-campus programs and how a review of those programs was conducted. This section should not include any assessments of the unit's overall quality or status.

PART II: Findings for Each Standards Category. This section describes the team's findings and observations for each standards category. Any particular strengths or areas of concern related to a standard or the standards category should be clearly described in this section. Weaknesses that have been corrected are listed in sub-section "A: Weaknesses Corrected Since the Previous Visit." Any serious areas of concern described for a particular standards category should correspond to the weaknesses cited for that category in subsection "B: Continuing Weaknesses from the Previous Visit," or "C: New Weaknesses." If the team has noted an area of concern but is not citing it in subsections B or C as a weakness to which the unit must respond, the team should clearly indicate its reason for not doing so.

It is extremely important when discussing weaknesses that have either been corrected or continued in subsections B or C that the team *cite the standard and the weakness statement as it appeared in the previous action report*. This makes it clear both for the unit, which must rejoin the report, the ERC, and the UAB, to understand *precisely* what has or has not been corrected. This is especially critical when there was more than one weakness cited for a standard in the previous action report. The standard and weakness should be related to the appropriate standards category. If both basic teacher preparation and advanced programs were reviewed, weaknesses may be targeted to one or to both program levels. If no indication is given, it is assumed that the weakness applies **to both levels.**

When citing new weaknesses, the team should note to which standard the weakness applies, and the level. Each weakness that has been corrected, continues, or is newly cited must be accompanied by a *rationale* of no more than one paragraph that explains the team's decision on that particular weakness.

A. Data on Previous Weakness Statements. The primary documentation for reviewing weaknesses is the unit's annual reports. The annual reports should provide a portfolio of activities and changes that have occurred in the years since the last on-site visit. The 25-page continuing report prepared by the unit does not address these weaknesses; this report should describe the major changes made and new initiatives undertaken in each standards category since the last on-site visit.

For joint KSDE/NCATE visits, near the beginning of the semester in which the visit is scheduled, the NCATE office sends team members the unit's annual reports, trend data report, and a third-year report. These documents should help team members understand the activities the unit has undertaken since the previous visit to address the weaknesses. During the on-site visit, team members should validate whether the weaknesses have actually been corrected. The team's findings and observations on each weakness must be included in the BOE report.

B. Identifying Continuing and New Weaknesses. Quite often, a problem that was identified at the previous visit may still exist in substance, but the language of the previous weakness statement no longer captures the exact nature of the current weakness. For example, the previous weakness statement might indicate that because faculty loads are excessive, few faculty are involved in scholarship. Five years later, it may be the case that faculty still are not involved in scholarship even though faculty loads have been reduced. In this case, the team must decide—based on the language and focus of the previous weakness statement—whether to (1) create a revised statement for a weakness continued from the previous visit; or (2) decide that the weakness is substantially addressed, even though some aspects of the weakness may still be problematic. The second option may lead the team to cite a new weakness statement that reflects the current nature of the problem.

In cases where the weakness continues to exist but from a different perspective than previously stated, the team should transcribe the weakness exactly as it appeared on the earlier action report **and** then rewrite the statement as it should appear in the next action report and future annual reports. The format for this presentation under Part II of the report might be:

C. Continuing Weaknesses from the Previous Visit
Weakness Cited in the 1993 Action Report:
Continued Weakness in 1998 (revised from 1993):
Rationale for Continuing the Weakness:

PART III: Sources of Evidence. Lists all individuals interviewed and documentation reviewed by the team. In the narrative of the report it is not appropriate to cite documents referred to or persons interviewed; listing that information in this section serves as evidence for assertions made in the report. Lists of persons interviewed should be typed. Because signatures are often difficult to read, interview "sign-in" sheets should not be included in the report.

PART IV: CORRECTIONS TO THE CONTINUING ACCREDITATION REPORT

Describes any corrections to the institution's continuing accreditation report that are important for the Evaluation Review Committee members, or if appropriate the Unit Accreditation Board members, to know as they read the report.

Correction of Factual Errors in the Team Report

The professional education unit has the opportunity to review the final draft of the team report for factual errors. Factual errors that may be corrected include items such as the number of students, average teaching load for faculty, and reported budget amounts before the report is finalized for distribution to the unit head, president, and state agency (in a partnership state). This step does not replace the rejoinder in which the institution may submit evidence that was available to the team during the on-site visit, but not considered. The rejoinder is also the appropriate place for the institution to argue that the team interpreted the data or situation on campus inaccurately and to present a counter argument for consideration by the ERC, and UAB.

The team chair sends a copy of the draft report to the unit head after it has been reviewed by team members and edited by the KSDE staff, and NCATE staff. Units must indicate in writing to the team chair any inaccurate data or statements in the report; communications between the team chair and the unit may be via mail, e-mail, or fax. Recommended corrections to the report are then made at the discretion of the chair, based on his/her knowledge of what was in place at the time of the visit. The chair may confer with team members or the KSDE staff or NCATE staff before making changes to the report. After a response from the institution has been received and appropriate corrections made, the team chair sends NCATE the final copy plus the copy of the institution's correspondence with suggested corrections. A copy is also sent to KSDE.

Submission of Final Report to NCATE

Team chairs are required to submit only one copy of the final team report to KSDE. KSDE will copy and bind the report with a cover that includes the name of the institution, its location, and the date of the visit. The goal is twofold: (1) to reduce the time and money expended by team chairs to compile multiple copies of the report and (2) to provide a common, standard appearance to team reports. Team chairs should include a cover sheet with the name of the institution, date of the visit, and names of the team members, NCATE team members if a joint visit, the Kansas consultant, and Kansas representatives of NEA and AFT. The final report should not be stapled or bound when submitted to KSDE; a paper clip or binder clip will suffice. For joint visits, the report should be sent to NCATE. For a joint KSDE/NCATE visit, NCATE staff make copies of the report and send two copies, via certified mail, to the unit head. A copy is also forwarded to the Kansas State Department of Education, Teacher Education section.

Toward the end of the 30-day period, the team chair sends a final draft of the report to the unit head for review and correction of factual errors. Any corrections suggested by the unit head must be communicated in writing to the team chair (e-mail or fax are acceptable). Corrections are incorporated into the final report *at the discretion of the chair.*

The team report is the property of the institution. It can be released and quoted only at the institution's discretion. KSDE or NCATE will not release the report or any parts of the report without permission from the institution.

Institutional Rejoinder to the Team Report

The head of the unit, in consultation with the chief executive officer of the institution, is required to acknowledge receipt of the team report and is given the opportunity to comment on it. The unit can file supplemental materials pertinent to the facts and conclusions found in the report.

For KSDE, the institutional rejoinder to the team report is a vital part of the evidence that the Evaluation Review Committee considers as it develops the recommendation to the Kansas State Board of Education about continuing accreditation. A subcommittee of the ERC reads the continuing accreditation report, the team report, and the institutional rejoinder as it prepares its recommendation to the Kansas State Board of Education. The ERC may affirm the team citations of weaknesses or change them based on evidence provided in the rejoinder. The ERC may also change a team's recommendation if the data reported by the team normally would support a different decision. Such changes bring consistency to the decisions being made by the ERC.

For NCATE, the institutional rejoinder to the team report is also a vital part of the evidence that the Unit Accreditation Board considers as it makes its determination about continuing accreditation. An audit committee of the UAB reads the continuing accreditation report, the team report and the institutional rejoinder as it prepares its recommendation to the full UAB. The UAB may affirm the team citations of weaknesses or change them based on evidence provided in the rejoinder. The UAB may also change a team's recommendation if the data reported by the team normally would support a different decision. Such changes also bring consistency to the decisions being made by the UAB.

The purpose of the rejoinder is to respond to weakness statements, factual errors, and procedural concerns. If the judgments of the team are being contested by the unit, the rejoinder must indicate the grounds for such a stance and the available documentation to support it. This information should be summarized, cited, and included in an appendix as appropriate. If an institution agrees with the report and chooses not to rejoin, a letter must be submitted to KSDE, and to NCATE, stating the institution's agreement with the findings in the report.

The weaknesses cited in a team report have an impact on the final recommendation made by the Evaluation Review Committee, the final decision by KSBE and the final decision made by the Unit Accreditation Board. Therefore, it is strongly recommended that the unit respond to all weaknesses cited in the team report with which it does not concur.

The following conditions must be adhered to as the institutional rejoinder is prepared by the unit:

- All evidence must describe what existed at the time of the on-site review and must have been available to the team. Changes made by the unit after the visit cannot be considered by the ERC or UAB in their deliberations. Changes after the visit should be reported to KSDE, and NCATE, as part of the unit's annual report.
- All evidence must relate directly to the KSBE/NCATE categories of standards and procedures that applied at the time of the on-site review.
- When the unit does not respond to the weaknesses cited in the team report, the ERC, and the UAB, assumes that the unit concurs with the team conclusions.

The institutional rejoinder should include:

1. a letter from the unit head acknowledging the receipt of the team report;
2. responses to any weaknesses that the unit believes are erroneously cited; (Appropriate documentation should be appended.)
3. perceptions of procedural concerns, if any, regarding the on-site review or accreditation process that might have prejudiced the team judgments; and
4. appendices that contain information to support any requests for reconsideration of the team judgments. If the data were included in the continuing report or exhibit room documents, and not given adequate consideration by the on-site team, the appropriate information should be reproduced and sent with the rejoinder. (If appendices are extensive, only one copy should be submitted.)

The institutional rejoinder must be submitted to KSDE, and if appropriate to NCATE, within 30 days of the receipt of the team report. When team reports are sent to an institution during semester breaks, additional time to prepare the rejoinder may be allowed. Additional time beyond the date indicated in KSDE's transmittal letter must be approved by the KSDE staff. Approval for additional time must also be secured from NCATE staff.

Continuing Accreditation Action

For KSBE accreditation, the Evaluation Review Committee (ERC) has responsibility for making a recommendation for continuing accreditation to the Kansas State Board of Education. The ERC meets several times a year and these meeting dates are published in various KSDE publications. Communication from KSDE at each stage in the accreditation process is directed to the institution involved.

Following are the specific procedures used by the ERC in its review:

1. Evaluation Review Committee members are appointed to serve on sub-review teams. There will normally be four sub-review teams with a membership of three or four. A chair will be assigned for each sub-review team.

2. Each unit is assigned to a sub-review team. Each sub-review team will usually have more than one unit to review.

3. Approximately thirty days before the ERC meeting date, team reports and institutional rejoinders are sent to ERC members for the units assigned them. No institutional reports will be sent but will be available for review at the meeting of the ERC.

4. Each ERC member reviews the team reports and institutional rejoinders in advance of the meeting of the ERC and fills out a summary chart showing his/her recommendations regarding the accreditation to be assigned to the unit.

5. Sub-review teams meet separately during the scheduled ERC meeting. Individual recommendations are discussed and a consensus is reached on the initial recommendations regarding the accreditation status to be assigned to the unit.

6. Each sub-review team completes a written report detailing their initial recommendations and listing weaknesses for consideration by the full ERC.

7. The full ERC meets to determine initial recommendations, including weaknesses to be cited, for each unit.

NCATE's Unit Accreditation Board (UAB) has responsibility for determining the continuing accreditation of professional education units. This board considers cases at meetings held twice a year. The dates of the meetings of NCATE's boards are published in NCATE's newsletters. In most cases, accreditation decisions are rendered at the UAB meeting in the semester that follows the BOE review.

The UAB conducts its review of accreditation cases through the use of audit committees. Each committee is composed of three or four board members who conduct an in-depth review of the documentation for assigned institutions and prepare a recommendation for continuing accreditation. The BOE report and the rejoinder are sent to audit committee members for review prior to the UAB meeting. The continuing accreditation report, catalogs, and any extensive appendices to rejoinders are also available to the audit committee at the UAB meeting site.

At the beginning of a UAB meeting, the audit committees discuss each assigned case, draft the accreditation action report, and develop recommendations for continuing accreditation. The chair of the audit committee reports the recommendation to the full UAB for approval.

For continuing accreditation, one of the following two decisions will be rendered:

1. ***Continuing Accreditation.*** This accreditation decision indicates that the unit, taken as a whole, meets KSBE/NCATE standards for accreditation. Weaknesses may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit will be expected to describe progress made in addressing the weaknesses cited in the action reports. The next on-site visit is scheduled five years following the semester of the visit.

2. ***Continuing Accreditation with Probation.*** This accreditation decision indicates that the unit has serious and significant weaknesses related to the KSBE/NCATE standards. As a result of the continuing accreditation review, the Kansas State Board of Education and UAB have determined that weaknesses with respect to standards may place an institution's accreditation in jeopardy if left uncorrected.

   When an institution is granted probationary accreditation, an on-site visit must be scheduled by the institution within two years of the semester in which the decision was rendered. This visit will mirror the process for initial accreditation. **All KSBE/NCATE standards in effect at the time of the probationary review at the two-year point must be addressed by the unit as part of this visit. Following the on-site review, the Kansas State Board of Education, and the UAB, may decide to (1) continue accreditation, (2) continue accreditation with stipulations, or (3) revoke accreditation.**

   Continuing accreditation with probation is not an adverse action. However, an institution that believes the decision is the result of a procedurally flawed review may appeal the decision through a hearing before the Evaluation Review Committee, and for NCATE may appeal the decision in writing. The professional education unit will remain accredited at least until its on-site visit scheduled within two years. The continuing accreditation with probation decision must be reported to the U.S. Department of Education. Continuing accreditation with probationary status also will be indicated in NCATE's annual listing of accredited units in *Teacher Preparation: A Guide to Colleges and Universities;* this listing also will indicate the semester and year of the on-site visit at which time probation must be removed for accreditation to continue.

The action of the Kansas State Board of Education is communicated to the institution through a letter and an action report. The action of the UAB is communicated to the institution via a letter and an action report from NCATE's president. This correspondence is sent to the chief executive officer of the institution with a copy to the unit head. The NCATE action report is also sent to the Kansas State Department of Education. The action report relays one of the decisions outlined above, and also identifies any weaknesses that should be addressed in future annual reports.

Upgrade Reports for Continuing Accreditation with Stipulation

An Upgrade Report that documents how critical weaknesses have been corrected shall be submitted to the KSDE office on Oct. 1. The Upgrade Report shall include the following format and content:

I. Cover page.

II. Section I: A brief overview of the institution, the unit and its mission.

III. Critical weaknesses: Describe any critical weaknesses identified in the final decision. Use specific documentation and verification to indicate the changes that have been implemented to correct these cited weaknesses.

The Upgrade Report relating to the stipulation and cited weaknesses, including all documentation, will be submitted to a folio review team. The folio review team will submit an analysis to the ERC. If the ERC decides that the unit has responded sufficiently to the stipulation, a recommendation is made to the KSBE to remove the stipulation. If the critical weaknesses are not adequately corrected within the specified timeline, the unit's **accreditation will be revoked**. Units seeking NCATE accreditation should refer to NCATE publications for guidance on written responses required by NCATE.

Accredited with Probation

A unit that is granted *continuing accreditation with probation* continues to be a fully accredited unit, with all the rights and responsibilities of an accredited unit as delineated by Kansas State Board of Education policies. The unit remains accredited at least through the academic term in which the Kansas State Board of Education acts on an Evaluation Review Committee recommendation based on the probationary on-site visit, which must be scheduled within two years of the probationary decision.

Policies and Procedures for the Probationary On-Site Visit

The on-site visit will mirror the process for initial accreditation. See pp. 10-12 of this Institutional Handbook for initial visit procedures. All Kansas State Board of Education and/or NCATE standards in effect at the time of the visit must be addressed by the unit as part of this visit.

Following the visit, the Evaluation Review Committee receives the report of the visiting team at their next scheduled meeting. Recommendation is made to the Kansas State Board of Education for final decision at their next regularly scheduled meeting. If the probation review is successful, accreditation will normally be continued for a five-year period, placing the institution into a <u>new accreditation review cycle</u>. Institutions seeking NCATE accreditation should consult with NCATE handbooks for guidance.

Preparation for and Conduct of the Probationary Review

Units preparing for a probationary review should follow procedures described on pgs. 11-13 of this Institutional Handbook. Further information on initial accreditation reviews can be found in the current edition of NCATE's *Handbook for Initial Accreditation Visits* and in Regulation 91-1-68b of the *Certification and Teacher Education Regulations.* Outlining the process for initial accreditation reviews (2) described in the current edition of NCATE's *Handbook for Institutional Visits*, which outlines procedures for the initial accreditation review and (3) described in 91-1-69b of the *Certification and Teacher Education Regulations*. However, units do not have to resubmit preconditions or folios in preparation for the probationary visit. The review itself will be conducted by a full KSDE or joint KSDE/NCATE on-site team and will follow the template for initial accreditation visits. Documentation, including the institutional report and the visiting team report, will be prepared according to the format required for an initial accreditation visit. As is true for all accreditation visits, the unit will have the opportunity to rejoin the visiting team report before it is reviewed by the Evaluation Review Committee.

Once the unit has notified KSDE staff and if appropriate, NCATE staff of its review dates, staff will forward all materials for review, scheduling and preparation to the institution.

Accreditation Action following the Probation Review

The following accreditation decisions shall be rendered by the Kansas State Board of Education based on Evaluation Review Committee recommendations:

a) continuing accreditation; or
b) revocation of accreditation

If Kansas State Board of Education accreditation is revoked, the institution may seek initial accreditation using procedures outlined in 91-1-68b of the

Certification and Teacher Education Regulations effective January 8, 1992; Amended September 1998.

Guidelines for Matching Accreditation and Program Approval Cycles

When an institution gains continuing accreditation status after a probationary review, the ERC has the option to extend the expiration date of the institution's programs to coincide with the next on-site, continuing accreditation visit.

Guidelines for Student Completion of Approved Programs When Unit Accreditation is Revoked

When an institution has its accreditation revoked, students will be allowed **no** additional semesters to complete approved programs at that institution. Students who complete their programs at the end of the semester in which revocation occurs can be recommended for licensure by the institution.

The institution must not recruit students for any program and must remove all reference to any programs from catalogs, handbooks, institutional brochures, and other publications. Courses taken at the institution while the unit is not accredited cannot be used to meet licensure requirements.

Appendix J highlights the major differences between the initial and continuing reviews.

Accreditation Workshops

NCATE, AACTE and KSDE sponsor workshops to assist institutions that are preparing for an on-site review. AACTE's sessions are held at that organization's annual meeting, and NCATE holds Institutional Orientations once or twice a year in different parts of the country. KSDE provides technical assistance workshops throughout the year. It is strongly recommended that individuals directly involved in preparation for the accreditation review attend at least one workshop during the preparation period. In addition to providing specific advice and information on the accreditation process, NCATE Institutional Orientations are designed as professional development opportunities for participating faculty, and feature nationally renowned leaders in the field of teacher education.

Ratings of Team Reports

A subcommittee of the ERC has the responsibility for reviewing the on-site team report. This evaluation is done using a five-point Likert scale to rate the following criteria: writing style, rationale statement, statement of weaknesses, corrections to the institutional report, overall quality of report. The report also indicates decisions that ERC reverses and the reason for the reverses. A copy of the ERC's evaluation is mailed to the team members approximately two months after the Kansas State Board of Education meets to make a final decision on the accreditation status. For joint KSDE/NCATE visits, a three- to five-person audit committee of the Unit Accreditation Board has responsibility for reviewing the joint team report, institutional report, institutional rejoinder, and catalogs for the assigned institutions. They also evaluate the quality of the joint report using a five-point Likert scale to rate the following criteria: writing style, findings, weakness statements, distinctions made between initial and advanced levels, and overall quality of the report. A copy of the UAB's evaluation and the action report are mailed approximately two months after the UAB meeting to the BOE members who served on the team to review the institution. The summary results of these ratings are presented to the UAB at each meeting and periodically presented in the *NCATE Reporter*.

Resources

Team members should take their copy of the following documents with them on each visit. These documents are designed to assist teams in their work, serve as a reference on the process, and clarify many issues that may arise during team discussions. These documents are not sent to team members each time they are assigned to conduct a visit. If a team member cannot find one of these documents, he/she should contact KSDE staff for a new copy.

Standards, Procedures, and Policies for the Accreditation of Professional Education Units. Chapter two contains the KSBE/NCATE standards. Other chapters provide background on NCATE's mission, scope of operation, accreditation policies, and governance system.

Institutional Handbook for Kansas Accreditation. This handbook contains information that should serve as a guide to institutions who are preparing for initial visits or continuing accreditation visits. It also contains information about activities that should be occurring in the unit between visits. It should be helpful to institutions seeking initial NCATE accreditation, to those seeking continuing NCATE accreditation, and to units seeking Kansas State Board of Education accreditation using the NCATE standards.

Handbook for KSDE Evaluation Teams. This manual provides extensive instruction to team members as they do on-site accreditation. It describes preparation activities as well as explains the procedures for the on-site visit.

Certification and Teacher Education Regulations. This document contains the official Kansas State Board of Education regulations that guide the procedures for accrediting institutions and approving programs for the State of Kansas.

And for joint KSDE/NCATE visits:

Handbook for Board of Examiners Teams. Although the handbook more directly describes the initial accreditation visit, it provides background on the role of judgment, conflict of interest, professional development, and frameworks for reviewing diversity and library resources.

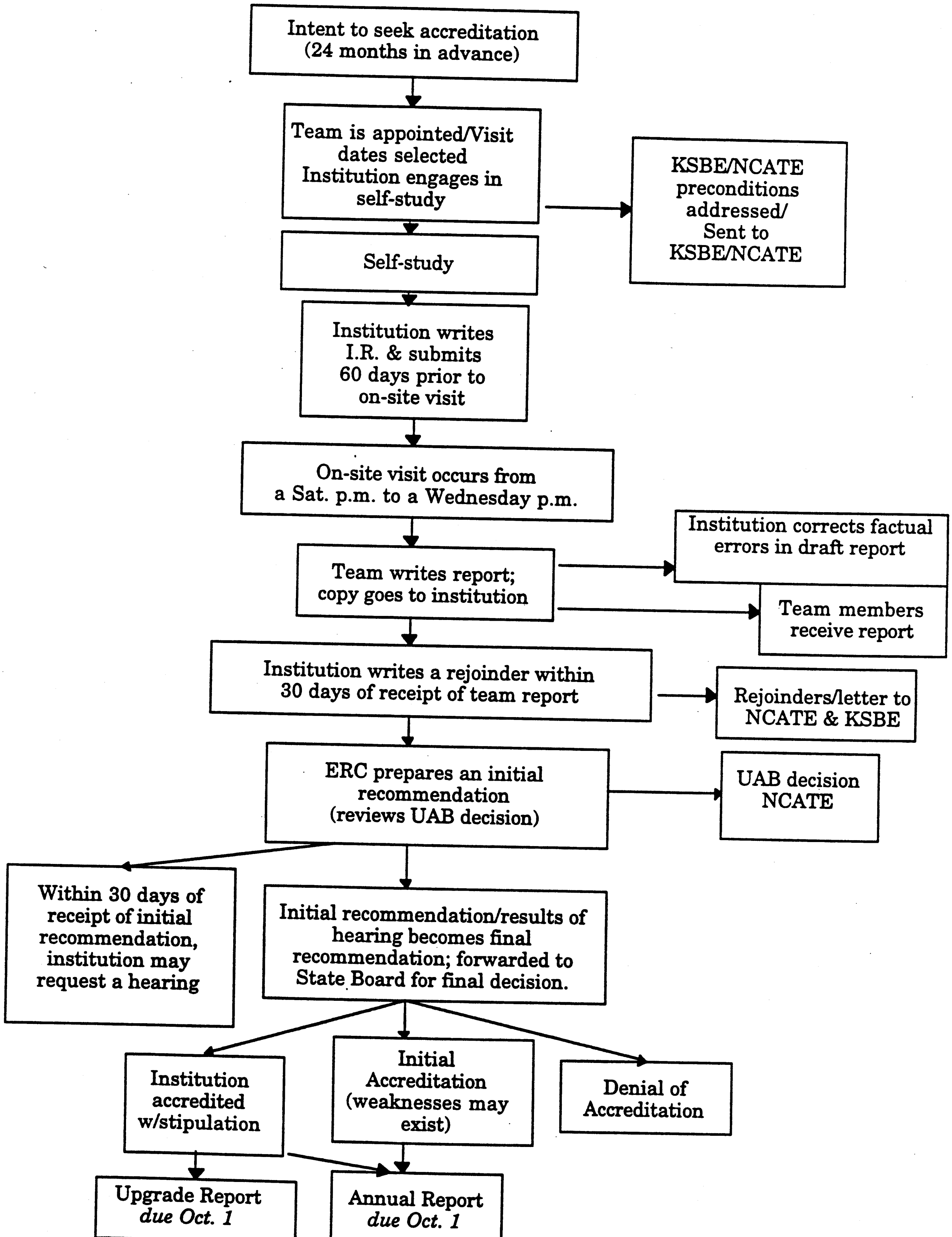
NCATE Reporter. This newsletter is published a few months after each meeting of the UAB. It includes reports on the actions taken by NCATE's four governance boards, and contains regular updates of new policies and procedures enacted at board meetings, an editorial by the vice president, and responses to frequently asked questions by the director of institutional relations. Issues and changes reported in this newsletter should be reviewed by teams at their first team meeting during a visit.

Quality Teaching. This semi-annual newsletter discusses topics related to quality teaching and professionalization of teaching. It includes an editorial by NCATE's president and provides background on professional issues of which BOE members should be aware.

APPENDICES

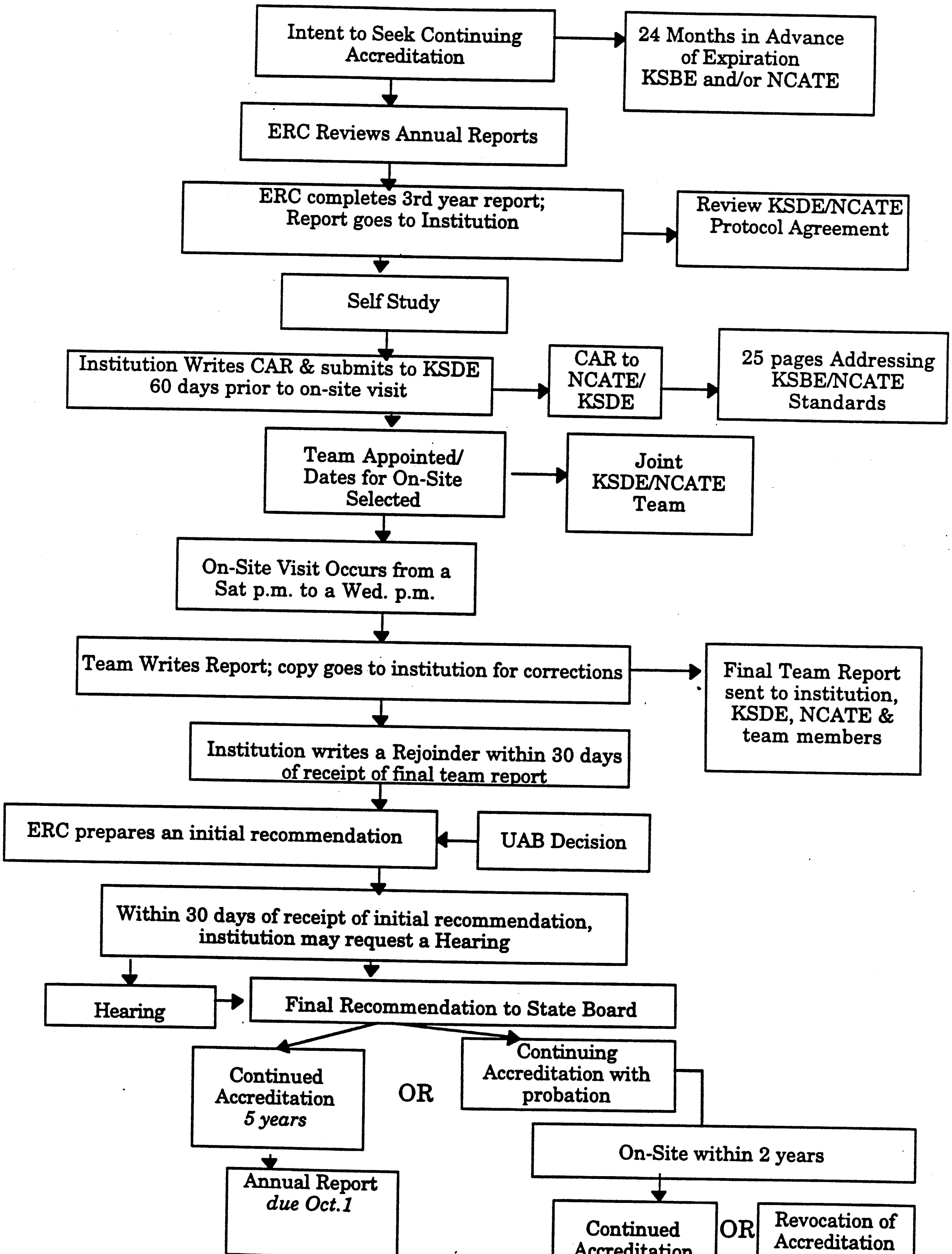
Appendix A

Accreditation (Initial)



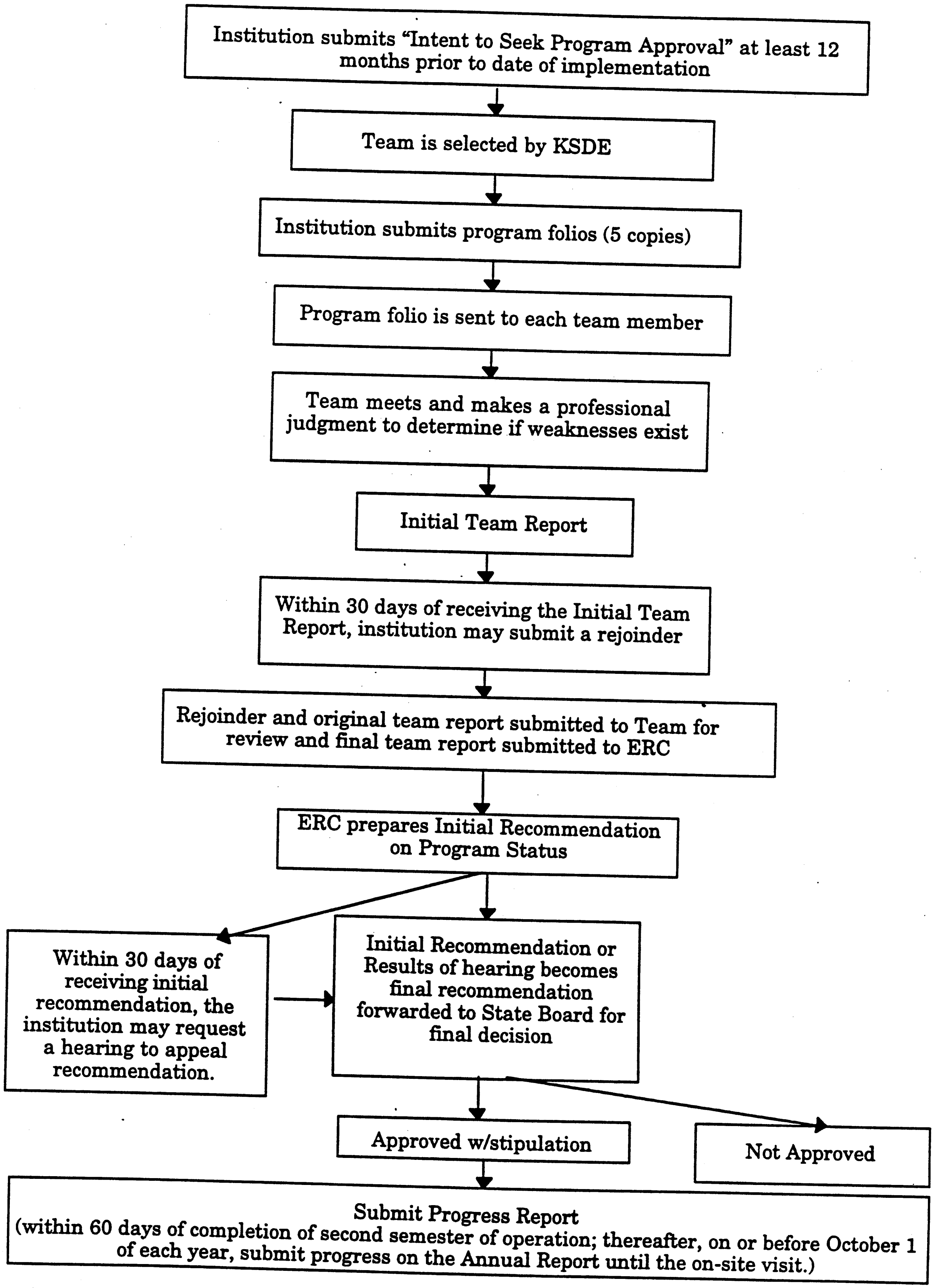
Appendix B

Accreditation (Continuing)



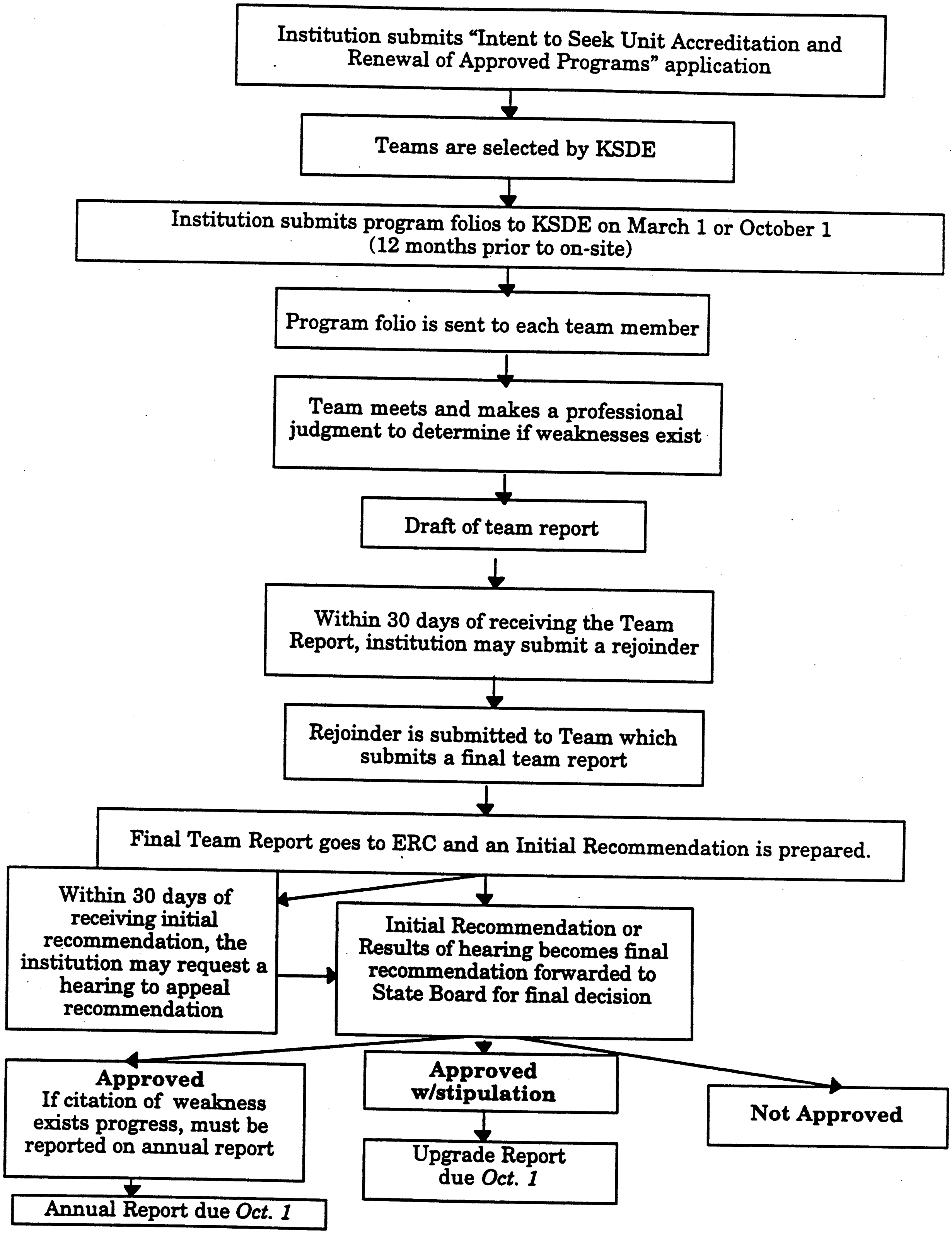
Appendix C

New Program Review Process



Appendix D

Folio Review Process for Renewal of Programs



Appendix E
Kansas State Board Of Education

Institutional Checklist For Team Visit

INSTITUTION:
UNIT HEAD:

______ Initial Accreditation
______ Continuing Accreditation

WHAT OCCURS	WHEN
Instruction Letter and Intent Form sent by KSDE	30 months prior to expiration
Intent to Seek Initial Accreditation and Renewal of Teacher Education Programs submitted	30 months prior to expiration
Intent to Seek Continuing Accreditation and Renewal of Teacher Education Programs submitted	30 months prior to expiration
On-site visit folder created at KSDE	upon receipt of application
Letter sent from Commissioner informing institution of date for on-site visit	2 weeks after receipt of application
Third-Year Review of Annual Report created or received from KSDE	18 months prior to on-site visit
KSDE/NCATE Pre-Conditions (copy) received	18 months prior to on-site visit
Institution informed of tentative on-site team and the right to challenge based on conflict of interest	180 days prior to on-site visit
Institutional response to on-site team noting conflict of interests, if any, received	150 days prior to on-site visit
Letter to on-site team members confirming their appointment to team sent by KSDE	120 days prior to on-site visit
Final list of on-site team members sent to institution (copy to NCATE if joint visit) by KSDE	120 days prior to on-site visit
Institutional Report received at KSDE--**5 copies**	60 days prior to on-site visit
Letter sent to institution acknowledging receipt of Institutional Report from KSDE	
Pre-visit with unit head, team co-chairs, and state consultant held	30-60 days prior to on-site visit
Materials mailed to team members by KSDE	30-60 days prior to on-site visit
On-site team visit completed	
KSDE On-site Team Report mailed to institution	30 days after on-site visit
Institutional Rejoinder to On-site Team Report (KSDE and/or Joint KSDE/BOE) received--**5 copies**	30 days after receipt of team report
Letter sent to institution acknowledging receipt of institutional rejoinder by KSDE	25 days after receipt of team report
ERC's Initial Recommendation submitted to KSBE	
Letter sent from ERC Chair informing institution of Initial Recommendation	15 days after ERC meeting
**Letter received from institution requesting hearing	
**Letter sent from Commissioner informing institution of hearing date	
**Institution submits hearing information	
**Hearing held	
Letter sent from coordinator informing institution of Final Decision and State Board action date	within 10 days of ERC meeting
Letter sent from Commissioner informing institution of KSBE Final Action	within 10 days after State Board Action

**Applies only if hearing is requested

Appendix F

KSDE/NCATE Protocol Agreement

On May 4, 1988, NCATE's State Partnership Board entered into a partnership with the State of Kansas Board of Education to work jointly with NCATE to conduct state program approval and national unit accreditation. The state's next recognition review will occur in 1999. Thus the following conditions are in effect as of September 27, 1994.

	NCATE Requirements	State Requirements
Dates of Visit	Semester and years are negotiated with the state to move NCATE accredited institutions into the same five year cycle with the scheduled state visits. Visits are scheduled from Saturday afternoon through Wednesday noon.	Dates are negotiated with NCATE so that all NCATE-accredited institutions are on the same state/NCATE five-year cycle. Specific dates for site visits must be confirmed by the Department of Education.
Timelines	NCATE's timeline by semester/year are sent to the institution and the State Department of Education three years prior to the visit.	
Preconditions	The institution responds to Preconditions #1-6 and 8-10. One copy of these pre-conditions is sent to the NCATE office.	The institution sends one copy of the Preconditions response to the State Department of Education.
Program Folios	NCATE coordinates folio reviews by nationally specialty organizations. An institution may choose to seek a review by the national associations. For any program for which this review is requested, five copies of curriculum folios must be submitted to NCATE with the required preconditions package.	Folios are not required by the state.

Preconditions Report	The *Preconditions Report* is mailed to both the institution and the Kansas Department of Education.	A copy of the *Preconditions Report* is received and filed by the State.
Institutional Report	The Institution responds to sections I, II, and IV of the required NCATE institutional report as outlined in the *Handbook for the Institutional Visits.* Section III on program descriptions is prepared according to the guidelines of the state. The institution sends a copy of the full institutional report and one copy of the under-graduate and graduate (if applicable) catalog to each NCATE team member, and two copies of each to NCATE (60 days prior to the visit). Seven copies of the institutional report and catalogs are sent to the State Department of Education	The requirements for Section III on program descriptions are those required by the state for program approval. Information which must be included in this section of the report is specified in the *Institutional Handbook for Kansas Accreditation* and the *Institutional Handbook for Program Approval*.
Standards	NCATE standards apply to the professional education unit.	The Kansas requirements for state program review apply to specific professional education programs. The standards are included in the *Certification and Teacher Education Regulations*.
Pre-visit	The NCATE co-chair meets with the state co-chair, personnel from the State Department of Education, and the institution's unit head and/or designee to make plans for the visit. This pre-visit occurs at the institution to be visited within 60 days of the visit.	The state co-chair and the consultant from the State Department of Education meet with the NCATE co-chair and the institution's unit head and/or designee to plan the visit.

Team Members	A Board of Examiners (BOE) team is selected from NCATE's Board of Examiners.	Kansas selects its representatives to the joint team from the pool of individuals who have been trained by KSDE/NCATE personnel in the NCATE system and state program approval.
Team Size	An institution will have a five-member team if it has no programs beyond the master's; six-member teams will be selected for an institution with post-master's programs. For continuing accreditation visits, the size of teams will be three or four members.	An institution will have sufficient state representatives to meet the needs of the institution requesting approval of specific programs. The Commissioner of Education will designate the NCATE voting representatives.
Team Chairs	NCATE BOE team members will be appointed chair and assistant chair. The chair will have overall responsibility for the joint visit. An NCATE assistant chair will be primarily responsible, with the chair, for completing the assistant chair's check-list indicating that the visit template has been followed.	A state representative will be appointed co-chair of the team. This individual will be responsible for editing the team's report for Kansas program standards and for-warding it to the BOE co-chair for compilation of final report. The Kansas co-chair of the joint team shall be appointed by the Commissioner of Education.

Team Voting	NCATE team members vote on unit standards for NCATE and program specific recommendations for the state.	State representatives vote on unit standards for NCATE and program standards for the state. The state will have four voting representatives if the institution has no programs beyond the masters; five voting representatives if an institution has a post-master's program. The state voting representatives will be identified by the Commissioner of Education during the team selection process. Voting members shall be representatives of colleges, universities (public and private), and school personnel. For continuing accreditation NCATE/KSDE visits, the ratio of NCATE/Kansas members will be either 3:2, 4:3, or 5:4.
Team Expenses	The institution covers all travel and maintenance expenses for the five or six person BOE team from NCATE.	Expenses for state representatives are divided between the State Department of Education and the institution.
Team Training	BOE team members undergo a week-long training session. Training for state expectations will be scheduled for 1-3 p.m. on Sunday of the on-site visit. It will be conducted by the State Department of Education personnel.	State team members will have undergone a three day training session on NCATE and Kansas accreditation standards and processes, and Kansas program approval standards and processes.

Team Consultants	NCATE invites the Kansas State Board of Education to appoint consultants for the on-site visit. It also invites the Kansas affiliates of NEA and AFT to appoint representatives to the visit. All expenses for consultants are covered by the respective agencies.	The Commissioner of Education assigns a staff member as a consultant for the on-site visit. Expenses for this consultant are covered by the State Department of Education.
On-Site Visit	The NCATE template is used to guide the conduct of the visit by the joint BOE team. An NCATE BOE member and state member are paired to collect evidence on both the unit standards and programs during the on-site visit. The co-chairs conduct a planning meeting with the two assistant chairs and the state observer prior to the Sunday team meeting. The assistant chair for NCATE completes the assistant chair's checklist and returns it to NCATE.	The consultant from the State Department of Education staff participates in the co-chairs planning meeting prior to the Sunday team meeting.
Exit Report	An exit report is conducted by the BOE team chair and assistant chair with the unit head and NCATE coordinator to provide a general summary of the team's findings with regard to NCATE standards.	There will be an exit report on program standards.

BOE Team Report	This report will include the joint team's responses to 18 unit standards at both the basic and advanced levels as appropriate. Appended to the report are the team's findings regarding state program approval. The BOE team chair mails nine (9) copies of the report to the NCATE office and a copy to each member of the joint BOE team. NCATE mails two copies of the report to the institution. Two copies are mailed to the Kansas State Department of Education.	This report will include the joint team's responses to unit standards at both the basic and advanced levels as appropriate along with the State program standards. The state consultant mails a copy of the team report to each state team member of the joint team.
Institutional Rejoinder	The institution submits five copies of its rejoinder to NCATE.	The institution submits seven copies of its rejoinder to the State Department of Education.
Final Action Report	Within a month after NCATE's Unit Accreditation Board takes action on accreditation of the institution, NCATE sends the chief executive officer and head of the professional education unit a letter that indicates the official action. This action letter also lists standards not met and all weaknesses that must be addressed annually by the institution in its report to NCATE. Two copies of the action report are mailed to the Kansas State Department of Education.	The Commissioner of Education notifies the institution of action by the State Board of Education regarding state accreditation and approved program status. The letter delineates state accreditation status, when applicable, and the status for each program and duration of approval. For colleges or universities having programs that are granted provisional status, weaknesses on which the provisional status is based are cited.

Appendix G

Intent to Seek Unit Accreditation

Institutional Information

Chief Executive Officer's Name ______________________________

Chief Executive Officer's Title ______________________________

Institution Name: ______________________________

Institution Address: ______________________________

Institution City: ____________________ State ______ Zip __________

Type (private, regent, municipal): ______________________________

Institution is Accredited by:

Name ____________________ Date of Last Visit __________

Name ____________________ Date of Last Visit __________

Name ____________________ Date of Last Visit __________

Name ____________________ Date of Last Visit __________

Education Unit Information

Unit Head's Name ______________________________

Unit Head's Title ______________________________

Unit Name ______________________________

Unit Address: ______________________________

Unit City: ____________________ State ______ Zip __________

Coordinator for On-Site Visit ______________________________

Is the unit accredited by NCATE? Yes/No ______________

If Yes: Date of Last Visit ______________

Basic: Yes/No _______ Advanced: Yes/No _______

Please provide the following information about the Education Unit and Programs

Basic skills tests used for admission to basic programs ______________________

____

Branch campuses ____

____

Centers administered by the unit _________________________________

____

Off-campus programs administered by the unit ______________________

____

Consortia arrangements _______________________________________

____

List three preferred dates for the on-site team visit.

Dates for KSBE only visits should be four days in length starting on a Sunday, and joint KSBE/NCATE should five days in length starting on a Saturday. **All Spring visits dates should be between mid-January and mid-March and all Fall visits dates between mid-September and mid-November.**

1. ______________________________
2. ______________________________
3. ______________________________

Is this a joint KSDE/NCATE OR KSDE Visit? Yes/No ____

The institution named above hereby applies for Kansas State Department of Education approval for: (check one or both)

_____ unit accreditation

_____ program approval as delineated on the attached chart

______________________________ ______________________________

Signature of Chief Executive Officer Date

______________________________ ______________________________

Signature of Education Unit Head Date

Appendix H

Final Preconditions Report
Kansas State Department of Education

Institution:

Precondition	Comment	Precondition Met
#1		
#2		
#3		
#4		
#5		
#6		
#7	Precondition required for NCATE but not for Kansas	
#8	Precondition required for NCATE but not for Kansas	
#9		
#10		

Appendix I

Sample Faculty Data Summary Sheet (Vitae)

Helen Smith, Ph.D.
Associate Professor, Curriculum and Instruction
Graduate and Undergraduate faculty
Appointed 1969

1. **Academic Degrees** (degrees, institutions, dates, field of specialty)

Ph.D.	Ohio State University	1966	Home Economics Education
M.S.	Iowa State University	1957	Home Management
B.S.	Kansas State University	1950	Home Economics Education

2. **Professional Experience** (list last first, include elementary and secondary teaching and school support service experience)

1969-present	Associate Professor, Kansas State University
1955-1969	Assistant Professor, Marymount College
1950-1955	Elementary and Secondary Home Economics Teacher, Grand Island, Nebraska

3. **Faculty and Administrative Load 1990-91** (most recent full year)

Summer, 1990

EDCI 803	Curriculum Development	3 semester units
EDAO 786	Topics: Middle Level Home Economics	2 semester units
EDAO 713	Occupational Analysis	2 semester units
EDAO 737	Practical Home Economics	3 semester units

Fall, 1990

EDAO 791	Career Education	3 semester units
EDCI 882	Teacher Self-Assessment	3 semester units
EDAO 710	Occupational Home Economics	2 semester units
EDAO 737	Practical Home Economics Occupations	3 semester units
EDAO 611	Coordination Techniques	1 semester unit

Spring 1991

EDCI 803	Curriculum Development	3 semester units
EDAO 621	Planning in Home Economics Education	2 semester units
EDAO 586	Teaching Secondary Home Economics	4 semester units
EDAO 611	Coordination Techniques	1 semester unit
EDAO 612	Job Analysis	1 semester unit

Other Collegiate Assignments 1990-91

Chairman of College Academic Affairs Committee
Member of College Executive Committee
Member of Honors Coordinating Committee of College

Coordinated TESA (Teacher Expectations and Student Achievement) program in Wamego

Advisees	Chair	Committee Member
Undergraduates	17	0
Master's degree candidates	19	29
Doctoral degree candidates	9	14

4. **<u>Current Professional and Academic Association Memberships</u>** (asterisk those meetings you attended)

*Association for Supervision and Curriculum Development
Association of Teacher Educators
*Kansas Association for Supervision and Curriculum Development
*Phi Delta Kappa
*American Home Economics Association

5. **<u>Current Professional Activities</u>** (non-teaching)

Editor, Journal of Staff Development
Chair, University Task Force on Excellence in Teaching

6. **<u>Publications</u>** (select from most recent and most important)

Smith, Helen. The professional self. *Master Teacher State-of-the-Art-Papers*, May 1990, pp. 10-18.

Smith, Helen. Duties and responsibilities. *Master Teacher State-of-the-Art Papers*, January 1990, pp. 21-25.

Smith, Helen. Advice for Kansas Educators: Curriculum Development. *KASCD Record*, October, 1989, pp. 14-20.

7. **<u>Papers Presented</u>** (select from most recent and most important)

Smith, Helen. (1988, February). *Image and Function of home economics at the secondary level.* Paper presented at the annual meeting of the National Vocational Home Economics Education Conference, Denver, Colorado.

8. **<u>Research and Grants</u>** (list funded research, special studies, documented research in progress)

A Study of the image and function of home economics at the secondary level, 1989-90.

Kansas State Department of Education, developed "Recommended Plan for Middle Level Home Economics in Kansas," 1989

Appendix J

Differences Between Initial and Continuing Visits

Component	Initial Visits	Continuing Visits
Institutional Report	Voluminous	25 pages
Exhibit Room	Same	Same
Decision Process	Team reviews evidence related to indicators at Sunday team meeting; identifies strengths and remaining concerns related to standards on Monday evening; and votes on whether standards are met on Tuesday evening.	Team reviews evidence related to standards and previous weaknesses at Sunday team meeting; identifies strengths and remaining concerns related to standards on Monday evening; agrees to content of team report, including weakness statements, on Tuesday evening.
Team Size	5-6 KSDE; 9-10 if joint	3-5 KSDE; 5-7 if joint
Focus	Evidence that standards and indicators are met.	Evidence that standards continue to be met and that adequate progress has been made toward correcting previous weaknesses. Continued accreditation is dependent on meta-criteria of vitality, self-reflection, improvement, system renewing, continuous assessment, etc.
Accreditation Premise	Unit demonstrates that accreditation is deserved.	Team assumes that accreditation is still deserved unless evidence to the contrary is found.
Change Premise	Is based on what exists at the time of the visit.	Expects the unit to be better than before. It may be in the midst of change and is planning for continuous improvement.
BOE Report	Indicates whether standards are met and why for both initial teacher preparation and advanced levels.	Describes the team's observations for the four standards categories for both initial teacher preparation and advanced levels.

Appendix K

Pre-Visit Agenda
Kansas State Department of Education
Teacher Education

Motel arrangements
- Rooms
- Meeting room with coffee/drinks and computers

Meal arrangements

Parking and map

Verify accreditation dates and that program folios are completed

Review the *Institutional Handbook for Kansas Accreditation* and the *Institutional Handbook for Program Approval* and discuss any questions

Review the list of team members and their assignments and discuss any conflict of interest concerns

Explain the forms for institutional evaluation of the on-site visit
- Institutional Evaluation of State Team Members
- Institutional Evaluation of State Team Chair and State Procedures

Go over the template/agenda for the visit

Discuss appointments that need to be scheduled in advance of the on-site visit
- President
- Dean
- Business manager
- Unit head
- Department chairs
- Teacher education committee
- Major academic policy or curriculum committee(s)
- Cooperating teachers and school administrators (building and district)
- Student teachers
- Graduates
- Education candidates/current students

Everyone should be available for impromptu interviews but especially:
- Education and content area faculty
- Counselors and advisors
- Secretaries
- School district student teacher/field experience coordinator
- Others required or suggested by the institution

Materials that need to be provided for each team member:
- Institutional report (NCATE and KSDE)
- Catalog
- Teacher Education Handbook
- Document that describes the knowledge bases/conceptual framework
- Directions to the college/university
- Motel information
- Meal information
- Agenda for on-site visit

Exhibit room materials:
- Items listed under Exhibit Room in Continuing Accreditation Handbook
- Computers
- Telephone, campus directory, and city directory
- Overhead, blackboard or flip chart
- Coffee and soft drinks

Files that need to be available for inspection include:
- Teacher education (student and departmental)
- Registrar
- Placement
- Budgets

Appendix L

Procedures for Review of Programs by the Evaluation Review Committee

1. Evaluation Review Committee members are appointed to serve on sub-review teams. There will normally be four sub-review teams with a membership of three or four. A chair will be assigned for each sub-review team.

2. Each unit is assigned to a sub-review team. Each sub-review team will usually have more than one unit to review.

3. Approximately thirty days before the ERC meeting date, Team Reports and Institutional Rejoinders are sent to ERC members for the units assigned them. No Institutional Reports will be sent but will be available for review at the meeting of the ERC.

4. Each ERC member reviews the Team Reports and Institutional Rejoinders in advance of the meeting of the ERC and fills out a summary chart showing his/her recommendations regarding the accreditation status to be assigned to the unit.

5. Sub-review teams meet separately during the scheduled ERC meeting. Individual recommendations are discussed and a consensus is reached on the initial recommendations regarding the accreditation status to be assigned to the unit.

6. Each sub-review team completes a written report detailing their initial recommendations and listing weaknesses for consideration by the full ERC.

7. The full ERC meets to determine initial recommendations, including weaknesses to be cited, for each unit.

Appendix M

Teaching and School Administration Professional Standards Advisory Board

Evaluation Review Committee Hearing Procedures

The purpose of an Evaluation Review Committee (ERC) hearing is to allow an institution to provide missed information or to clarify information that may have been misinterpreted. Information which has already been collected by an on-site team should not be repeated at the hearing. Also, program or unit changes made since the on-site review will not be considered by the ERC and is not to presented at a hearing.

Procedures for an Evaluation Review Committee hearing are as follows:

(A) Person(s) designated by the unit head shall have a right to make introductory remarks not to exceed three minutes.

(B) If more than one unit or program is being considered during a hearing, a person may make a separate presentation addressing each.

(C) Each standard's presentation shall be limited to <u>five minutes with a maximum of twenty minutes</u> allowed for any one NCATE or KSBE program. The presiding officer may grant additional time at his/her discretion. Additional written comments may be submitted as part of the hearing.

(D) Up to three minutes shall be allowed for Evaluation Review Committee members to ask questions for clarification from the person making the presentation. The responses to the questions shall be included in the three-minute time limit. The presiding officer may grant additional time at his/her discretion.

(E) The presiding officer shall rule on presentations that are not pertinent to the subject or that are too lengthy.

(F) A person wishing to speak shall identify himself/herself.

(G) Hearing procedures adopted shall be printed and sent with the hearing information.

(H) The presiding officer shall advise persons in attendance of procedures for the hearing.

(I) Within ten working days, the Evaluation Review Committee will prepare a written final recommendation regarding the appropriate status to be assigned to the teacher education institution and/or program. The recommendation will be submitted to an appropriate representative of the teacher education institution and to the commissioner who will submit the final recommendation to the state board.

<u>Note:</u> Any individual with a disability may request accommodation in order to participate in a public hearing or open forum and may request the pertinent information in an accessible format. Requests for accommodation to participate in the hearing should be made at least five working days in advance of the hearing or open forum by contacting Lanny Gaston at 785-296-3906 and TTY at 785-296-6338.

Appendix N

Kansas State Department of Education

Third-Year Review of Annual Report Data

Date:

Institution:

Location:

Standard Number and Weakness	It appears that the weakness has been adequately addressed.		It appears that the weakness has not been addressed adequately.		Annual report response did not provide enough information to respond.	
	Basic	Advanced	Basic	Advanced	Basic	Advanced
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Weakness No.	Concerns/Comments

General Comments or Concerns:

DEFINITIONS

Academic Year. July 1 through June 30.

Accredited. When applied to continuing or initial accreditation, this is the status assigned to a teacher education unit which meets substantially the accreditation standards prescribed in regulations adopted by the Kansas State Board of Education.

Accredited with Stipulation. The status assigned to a teacher education unit that has critical weaknesses based on the accreditation standards prescribed in regulations adopted by the Kansas State Board of Education that must be addressed by the unit prior to the granting of "accredited" status.

Administrative Head of Education. The chief officer of the institution's designated education unit. The official title given to this administrator could be chairperson of the division of education, head of the department of education, dean of education, etc.

Annual Report. Information as specified by the Commissioner which must be submitted on a yearly basis.

Approved Program. A teacher education program approved by the Kansas State Board of Education.

Approved with Stipulation. The status assigned to a professional education program that has critical weaknesses based on the program standards prescribed in regulations adopted by the Kansas State Board of Education that must be addressed by the unit prior to the granting of approval.

Certification. The act of designating persons who boards of education may legally employ as teachers and other professional education personnel, and of issuing professional certificates to those qualified persons as a result of their having completed a state-approved teacher education program.

Combined On-Site Review Team. An on-site review team which has members who represent NCATE and the Kansas State Board of Education.

Commissioner. The state Commissioner of Education or the commissioner's designee.

Content Area Courses. Courses and other learning experiences in the academic or professional area that the candidate plans to teach, for the grade level at which the candidate plans to teach, or for other professional roles in which the candidate plans to serve. Examples of content studies include science, elementary education, school psychology, administration, reading, and physical education. For some content studies such as elementary education, the content and professional studies are closely integrated.

Continuing Accreditation. The status assigned to a teacher education unit which after achieving initial accreditation continues to substantially meet the accreditation standards prescribed in regulations adopted by the Kansas State Board of Education.

Continuing Accreditation with Probation. This accreditation decision indicates that the unit has serious and significant weaknesses related to the Kansas State Board of Education standards. As a result of the continuing accreditation review, the

Kansas State Board of Education has determined that weaknesses with respect to standards will place a unit's accreditation in jeopardy if left uncorrected.

Continuing Accreditation Report (CAR). The 25 page report prepared by a unit seeking continuing accreditation status that presents an overview of the institution and the education unit, and a summary of changes, new initiatives, and future directions as they pertain to each of the four standards categories.

Course. An organized subject matter in which instruction is offered within a given period of time as a part of program and for which credit toward graduation and/or certification is usually given.

Eligibility Roster. A current listing of persons eligible to serve on on-site review teams.

Endorsement. The legend printed on the certificate which identifies the level and field or subject a person is entitled to teach.

Evaluation Review Committee (ERC). A standing committee of the Teaching and School Administration Professional Standards Advisory Board delegated the responsibility to recommend accreditation and approved program actions, based on the institutional self study, team report and other relevant information, to the State Board of Education through the appropriate person responsible for teacher education accreditation/program approval at the State Department of Education and the Office of the Commissioner of Education.

Exit Conference. A meeting between the team chairs, the administrative head of education and other members of the college/university faculty, and the KSDE teacher education consultant at the completion of the on-site review. The purpose of the meeting is to inform the institutional personnel that the team has completed its on-site work and to present any other information that is deemed appropriate by the team chairs.

Field Experiences. All those professional laboratory experiences provided teacher education students in elementary , secondary schools, or other educational settings not formally under the direct control of, or affiliated with the teacher education unit. (See Professional Laboratory Experiences.)

Full-Time Faculty. Employees of a higher education institution with full-time assignments within the unit as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor.

General Studies. Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college students.

Indicators. Operational definitions that suggest the kinds of evidence that professional education units should provide to demonstrate that a standard is met. They are not standards in and of themselves. In determining that a standard is met, Board of Examiners teams will weigh the evidence provided for each indicator as well as other data not necessarily related to indicators but germane to the standard. It is possible for a unit to be judged to meet a standard without addressing each indicator. In such cases, other evidence for meeting the standard will have been offered by the unit and judged as acceptable by the Board of Examiners team.

Innovative or Experimental Program. A program that cannot conform to the *Certification and Teacher Education Regulations.*

Institutional Report. A qualitative and quantitative report prepared by the unit for an accreditation visit to describe how the professional education unit meets the accreditation standards prescribed in regulations adopted by the Kansas State Board of Education.

NCATE. The National Council for Accreditation of Teacher Education.

Not Accredited. The status assigned to a teacher education unit which fails substantially to meet accreditation standards prescribed in regulations adopted by the state board.

Not Approved. The status assigned to a professional education program which fails substantially to meet program standards prescribed in regulations adopted by the Kansas State Board of Education.

On-Site Coordinator. The individual at an institution who has been assigned the responsibilities of organizing the on-site visit and other tasks related to the visit.

On-Site Review Team. A group of persons appointed by the commissioner to review and analyze an institutional report, conduct an on-site review of the teacher education institution or a professional program or programs of such institution, and prepare a report concerning the matter.

Operational. A new program is considered to be operational if one or more students have declared the program as an endorsement for their teaching license and are currently enrolled in the required program coursework.

Part-Time Faculty. Employees of a higher institution who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Probation. The two-year status assigned to a teacher education institution which after achieving initial accreditation, failed to continue to meet substantially accreditation standards prescribed in regulations adopted by the Kansas State Board of Education.

Probationary On-Site Visit. The Probationary On-Site is a visit which must be scheduled by unit within two years of the semester in which a probationary decision is rendered. The on-site visit date must be scheduled in coordination with both KSDE and/or NCATE.

Probationary Review. The Probationary Review is the process in which the probationary on-site visiting team submits their report for consideration by the Evaluation Review Committee and for subsequent review and final decision by the Kansas State Board of Education.

Professional Education Faculty. Those individuals who teach one or more courses in education, provide services to education students (e.g., advising or supervising student teaching) or administer some portion of the unit. Professional education faculty include both higher education faculty and school-based personnel; they are all considered to be members of an institution's professional education unit.

Professional Education Program or **Program.** An organized set of learning activities designed to provide prospective school personnel with the knowledge, competencies and skills to perform successfully in a specified educational position.

Professional Education Unit. The professional education unit is the institution, college, school, department, or other administrative body within the institution that is primarily responsible for the basic and advanced preparation of teachers and other professional school personnel. (The institution as a whole may also be considered to be the unit.) Although it is not essential that all professional education programs be administratively housed in the unit, the NCATE standard on governance and accountability requires that all professional education programs in an institution be organized, unified, and coordinated by the unit.

Professional Laboratory Experiences. The contacts with children, youth, and adults which are provided through observation, participation, and teaching and which make a direct contribution to the understanding of learners and their guidance in individual and group teaching-learning processes.

Program. A planned sequence of courses and experiences leading to a degree, a state license, and/or adequate preparation to provide professional education services in schools.

Program Folio. A qualitative and quantitative description of how a teacher education unit meets the program standards prescribed in regulations adopted by the Kansas State Board of Education.

Protocol. The procedures that guide joint state-NCATE site visits in states that have partnership agreements with NCATE.

Rejoinder. The institution's written response to a team report, or which may take the form of a letter or a document. A rejoinder is required of all units following their receipt of the team report.

Review. The process as carried out by a team, of applying adopted evaluative criteria (standards) to a teacher education unit or program to determine its quality.

Review Team. A group of persons appointed by the commissioner to review and analyze an institutional report or program folio of a teacher education unit and prepare a report concerning the matter.

Self-Study Process. An institutional analysis in light of state standards describing the teacher education unit or its programs prepared by the teacher education unit which describes its programs.

State Approval. A governmental activity requiring specific professional education programs within Kansas to meet standards of quality so that their graduates will be eligible for state licensing. State approval is used synonymously with program approval.

State Board. The Kansas State Board of Education.

Student Teaching. An in-depth, direct teaching experience conducted in a school setting that is usually a culminating field-based experience for the initial teacher preparation program.

Teacher Education Institution or **Institution.** A college or university which offers at least a four-year program of study in higher education and which maintains a unit which offers teacher education programs.

Teacher Education Program. An organized set of learning activities and opportunities designed to provide prospective school personnel with knowledge, competencies, and skills to develop the attitudes necessary for successful performance in a specified education setting. Each program shall lead to potential certification by the State Board of Education.

Teacher Education Students. College or university students enrolled in a program that has been designed for the preparation of teachers and other school personnel, the completion of which usually leads to professional certification.

Teacher Educators. Professional educators who serve as the training arm of the teaching profession. They include higher education faculty and school-based practitioners who supervise field experiences, student teaching, and internships.

Team Chair. A professional educator designated to head the review team to which he/she has been appointed by the State Board of Education. The responsibilities of this member include presiding over all meetings, providing leadership designed to help the team accomplish its purpose, preparation of the official team report, etc.

Third-Year Review. The interim review of an unit's Annual Reports that is issued by NCATE at the midpoint of the accreditation cycle, once a unit has had an initial review. The third-year review indicate areas of continuing weakness, as well as emerging problems that may need attention by the unit prior to its continuing accreditation visit.

UAB. Unit Accreditation Board.

Unit Head. The individual--usually a dean, director, or chair--officially designated to represent the professional education unit an assigned authority and responsibility for its overall administration and operation.

Weaknesses. The features and characteristics that prevent the unit from being effective at the level expected to meet a KSBE or NCATE standard.

ACRONYMS

Acronyms Used in Teacher Education

AACTE	American Association of Colleges of Teacher Education
AACTE R & I	American Association of Colleges of Teacher Education Research & Information Comm.
ACCK	Associated Colleges of Central Kansas
AERA	American Educational Research Association
AFT	American Federation of Teachers
ATE	Association of Teacher Educators
CRC	Certification Review Committee
ERC	Evaluation Review Committee
ETS	Educational Testing Service
INTASC	Interstate New Teacher Assessment and Support Consortium
ISLLC	Interstate School Leadership Licensure Consortium
KACTE	Kansas Association for Colleges of Teacher Education
KAPCOTE	Kansas Association for Private Colleges of Teacher Education
KNEA	Kansas National Education Association
KSBE	Kansas State Board of Education
KSDE	Kansas State Department of Education
LEPC	Legislative Education Planning Committee
LSD	Learning Services Division
NASDTEC	National Association of State Directors of Teacher Education & Certification
NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for Accreditation of Teacher Education
NCATE UAB	National Council for Accreditation of Teacher Education Unit Accreditation Board
NCTAF	National Commission on Teaching and America's Future
NEA	National Education Association
NES	National Evaluation Systems
P & P	Policies and Procedures Committee
PSB	Professional Standards Board
Regs	Regulations Committee
UAB	Unit Accreditation Board
USA	United School Administrators

Kansas State Board of Education
Approved 5.9-

Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- support families and young children through quality early childhood programs for all children
- strengthen parental involvement in schools and communities
- implement results-oriented curriculum and instruction which focus on learner outcomes
- provide safe, nurturing, and technologically-advanced learning environments which meet the needs of all diverse groups
- strengthen involvement of business and industry in education
- provide quality staff and organizational development

Kansas State Department of Education
Kansas State Education Building
120 S.E. 10th Avenue Topeka, Kansas 66612-1182